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THE CALENDAR does, for one—but we certainly don't *feel* it. Far from it. Our outlook is as young as that day back in '76 when we hung out our shingle—"A. G. Spalding & Bro., Baseballs."

We're sixty, yes. But we still have young ideas. And we're still "going places."

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DENVER HUNTINGTON, INDIANA TORONTO

SCHOLASTIC COACH

Reg. U. S. Pat. Off.

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JACK LIPPERT, Editor OWEN REED, Associate Editor

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Cut this out, clip it to the front cover, and use it for routing the magazine to all staff members. After reading this issue, check your classification and pass the magazine along to the next person.

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- ☐ Director of boys' athletics
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Return to:

THE GAME'S ON



SPEED

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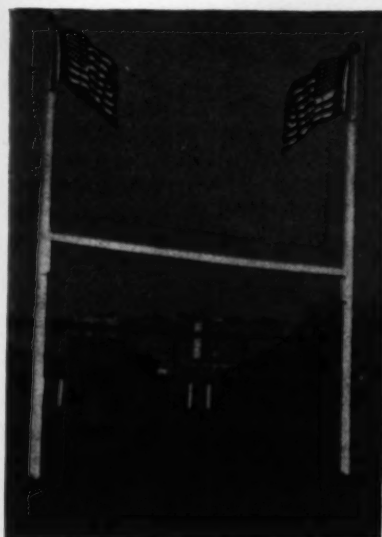
THIS being the season for suggesting changes in the football rules, we want to call attention to a problem which every red-blooded, 100 per cent American ought to face, whether or not he is a follower of our great fall pastime. We refer to the problem of the goal posts, and whether we should tolerate those who have been overthrowing the goal posts by force, and whether we should even tolerate those who want to do away with the goal posts by so-called constitutional means; that is, by changing the rules.

We have been one of a minority who have been trying many years to have the goal posts put back where we think they belong, namely, on the goal line. Now, it seems, certain football moguls are not satisfied with having moved the goal posts into the background, but want the rules committees to move them off the field altogether, making the field goal-postless.* The reason they want to remove the goal posts, thus eliminating the field goal and the try-for-point-by-kick from the game, is that following many games during the past season the goal posts were removed, not by the rules committees, but by apparently red-blooded, jubilant students, many of whom have been suspected of being in the pay of Moscow.

The practice of uprooting the goal posts after the game has become so widespread, with the losers just as likely to do the uprooting as the winners, and sometimes not even waiting until the game is over, that athletic authorities simply have to take steps to frustrate these radicals. The authorities have tried protecting the goal posts by posting a cordon of gendarmerie around them. That wasn't successful, because the presence of the gendarmerie only incited the students to greater wrath. Then the authorities tried setting steel

goal posts in blocks of cement. The radical students met this challenge by violently uprooting the cement blocks and the goal posts with them. Several institutions then tried using portable goal posts which could easily be set into permanent ground fixtures and removed in a jiffy. But the trouble with this was that, at the sound of the signal ending the game, the radical students, being nimbler, outran the conservative groundkeepers and got to the goal posts first.

Maybe the only way out, a sure way of



"If this doesn't stop the violence, then the goal posts simply aren't worth saving."

saving the goal posts, is to require all students and teachers to take an oath before every game, swearing allegiance to the goal posts. This would stop the radical students who have been removing the goal posts unconstitutionally, and also would end the agitation for removing the goal posts constitutionally by the rules committees.

In addition to the oath, an American flag should be fastened to the top of each upright. If this doesn't stop the violence, then the goal posts simply aren't worth saving.

Mr. Brundage sees red

THE absurdity of the label "communist," "red," "radical," "agitator," "alien," etc., as applied to anyone who happens to disagree with you was never shown up in more pitiful light than when one of the country's best known sports leaders, Avery Brundage, president of the A.A.U. and the American Olympic Committee, used such labels to stick on those opposed to our participation in the Olympic Games in Germany. Said Mr. Brundage:

"To those alien agitators and their American stooges who would deny our athletes their birthright as American citizens to represent the United States in the Olympic games of 1936 in Germany, our athletes reply in the modern vernacular, 'Oh, yeah!'"

It so happens that the long list of American citizens opposed to American participation in the 1936 Olympic Games in Germany includes the names of distinguished leaders in all walks of life whose patriotism most of us would never think of questioning. The above statement is a strange application of terms coming from one whose life has been dedicated to the cause of fair play and sportsmanship.

Olympic battle-lines

BY a very narrow margin, the A.A.U. at its annual convention last month tabled a resolution which would have withdrawn the A.A.U. from supporting the Olympic Games unless they were moved to some other country. It was as bitter a fight as was ever waged within this sports-governing body, and during its height the air was electric with recrimination and insinuation. The two sides were marked by no particular geographical lineup. The general impression had been that New Yorkers and other Easterners were against participation, but this was not borne out in the convention vote. The New York (Metropolitan Association) delegation's three votes were cast in favor of tabling the motion which called for withdrawal of A.A.U. support from the Games. And the Southern group was lined up in favor of boycotting the Games.

After two days of [Turn to next page]

*Neither the National Federation nor the N.C.A.A. rules committees is likely to do this. However, there is considerably more pressure now than at any time since 1927, when the goal posts were set 10 yards back of the goal line, to have them returned to the goal line. This is especially true in the National Federation, which is making a study of high school opinion on the question to use in the deliberations to be held by the National Federation Football Rules Committee in Chicago the 17th and 18th of this month.

fiery debate, the convention finally passed by acclamation a resolution declaring that the A.A.U.'s certification of Olympic athletes must not be "construed to imply endorsement of the Nazi government," and calling upon the American Olympic Committee and the International Olympic Committee to "investigate with vigilance existing and future conditions in Germany and adopt and enforce such measures as will protect all prospective and actual participants in the Olympic Games against any discrimination which violates the fundamental principles of fair play, sportsmanship and the Olympic standards of freedom and equality for all."

Well, these are noble words, but to us they seem to miss the point. The point is not whether Germany is going to be decent in her treatment of foreign visitors and athletes. Although the American Jew and Negro in Berlin next summer may suffer some embarrassment if they try to move with the freedom of the fair-haired, they will probably suffer no more embarrassment than they would in the course of normal events in their own country. But that is not the main point of complaint against Germany. The main point concerns the German government's vicious discrimination against her own Jews, and to a lesser extent Catholics—discrimination as severely felt in sports as it is in other phases of life in Germany. It is officially motivated by arch Jew- and Catholic-baiters like Hitler, Goering, Goebbels and Streicher. It is a brutal condition, a reversion to the middle ages that we would find it difficult to believe were the evidence not so conclusive, and the Nazi leaders themselves not so boastful of the discrimination. American visitors to Germany who go through the regular tourist centers and return home saying that conditions in Germany are "not so bad" because they "saw no persecution," hardly qualify as critics. There is ample real evidence, documentary and photographic, that the Nazi masters are the beasts they have been painted by many an able observer. It is only necessary to read some of the Nazi leaders' speeches to get their own admission of much of what is going on.

To what extent should we go to dissociate ourselves from such an insanely led nation? If one of your neighboring schools were guilty of encouraging acts of flagrant misbehavior, and of failing to enforce the code of conduct generally accepted as proper in this day and age, you would soon refuse to play games with that school. The breach would thus be a simple matter if your school and the offending school were not members of the same league. You would simply decline to schedule any more games with that school. But if the schools were members of the same league, you could not with justice take independent action by setting yourself off and refusing to carry out your schedule with that school. So what you would do would be to file a protest with the league, and press your complaint and demand action *from the group*. If the evidence showed that the defendant school was guilty, some corrective action would be taken. Every high school league has cases where it is even necessary to suspend guilty schools. If the majority

of the schools in the league were bad actors, and you had no confidence in their judgment as jurors, you could withdraw from the league.

Now let us see how this procedure would fit into the broader and more complex field of international athletics. The charge against Germany is that she has violated the pledge she made to the International Olympic Committee with respect to Jewish athletes, and other so-called non-Aryan athletes. The I.O.C. has recently ruled that Germany has technically fulfilled the pledge by appointing Helene Mayer, German fencer of Jewish blood who is a teacher at Mills College in California, a member of the 1936 German Olympic fencing team. The I.O.C. is not blind to real conditions in Germany. This Committee certainly would not have picked Germany as the site of the Games if the selection had been made after Hitler came into power. But Germany was not yet Hitlerized in 1931 when the I.O.C. made its selection. And during the past two years the I.O.C. has been active in trying to get the German government to behave with some degree of sportsmanlike behavior toward her own people. The I.O.C. had a most trying time to get the Nazis even to agree to permit Jews of foreign nations to compete in the Games! And General Charles H. Sherrill, one of the American members of the I.O.C., and himself something of an apologist for Hitler and also, incidentally, Mussolini, went to Germany a year ago for the express purpose of getting the Nazis to agree to allowing one or two Jews on the German team; this to save the face of the I.O.C.

These are strange goings-on in the name of sport, which is one thing we like to think is free of meanness and intrigue.

And, so, here we are in January 1936, with the winter Olympics just a month off, and the I.O.C. decided to go through with the whole program. The mere fact that the I.O.C. and the American Olympic Committee have had to investigate conditions in Germany, and exact promises from the Nazi sports leaders (which they failed to keep), is enough to place the 1936 Olympics under a cloud. And that is where they belong, if they are held under Nazi auspices.

And to carry our school-nation analogy a little further, let us regard the American Olympic Committee as the protesting team. If enough pressure could be brought to bear on the A.O.C., they would have to protest to the I.O.C., calling for cancellation of the Games in Germany. One of the three American members of the I.O.C., Ernest Lee Jahncke, former U. S. Assistant Secretary of Navy, is already in favor of cancellation. But the I.O.C. as a whole is not in sympathy with his point of view. And the A.O.C., by a strong majority, favors going ahead as per schedule. Unless more official A.O.C. support can be gained for the cause, Americans in favor of taking the Games out of Germany will have lost their fight to have a solid American front in the protest to the I.O.C.

If the A.O.C. will not press this protest (as it seems they will not), then it is our feeling that we ought to abide by the I.O.C. decision, and that we should not advocate a strictly American boycott of the Games.

We have opposed the boycott campaign from the beginning. From our point of view, the battle-cry "Boycott the Olympic Games," has been objectionable. We think the leaders of the campaign should have expressed the greater objective, and stressed it at every turn.

We detest the boycott in international affairs when it is used by one nation independent of others. Transportation and commerce today have made the world too small to permit nations to act as they please without concert with other nations. If the American non-participation forces can reorganize their battle lines and make their objective the postponement of the Games by the I.O.C., then many of us will be joining their side who have not been there during the past two years.

The boycott group, in answer to this, would probably say that the I.O.C. is immovable in its purpose to go through with the Games as scheduled. It seems that this is true, yet the fight should be carried on to the last. Mr. Jahncke has shown no signs of quitting the fight. Yet he stands one against two in the American delegation, for the other two members, General Sherrill, and Colonel William May Garland, are not interested in pressing the case for cancellation. How eloquently Mr. Jahncke has pleaded the cause he serves is seen in his letter of Nov. 25, 1935, to Count Baillet-Latour, president of the I.O.C. This letter rings so fervently of a sincere devotion to Olympic and sports ideals, that we want to take the space here to reprint it, and to take the liberty to suggest that you use it as material for the advancement of sportsmanship and athletic ideals among your students. It will be seen that Mr. Jahncke states that he will urge upon his countrymen "that they should not participate in the games in Nazi Germany." At this point, and at one other, where he states that participation is acquiescence "in the contempt of the Nazis for fair play and their sordid exploitation of the games," we are, as the reader has already gathered, not in agreement with him. His letter to Count Baillet-Latour follows:

November 25, 1935

My dear Colleague:

I have your recent letter in which you express your confidence that my devotion to the Olympic idea and my realization of my duty as a member of the International Olympic Committee will lead me to do all that I can to bring about American participation in the 1936 Olympic games, and in which you are also good enough to supply me with "arguments" which I can use for that purpose.

I am sorry that I must disappoint you. As you know, I am of German descent and I am very proud of that origin. In fact, I am the only one of the three American members who is so definitely of the Teutonic race.

It is precisely my devotion to the Olympic idea and my sense of my obligation as a member of the body charged with preserving and protecting it that will cause me to do just the opposite of what you so confidently ask of me. I shall do all that I can to persuade my fellow Americans that they ought not take part in the games if they are held in Nazi Germany.

No one has more clearly understood or better expressed the Olympic idea than your noble compatriot de Coubertin, the father of the modern Olympics. The Olympic idea, he said, is the conception of physical strength united with the spirit of fair play and chivalry. And the International Olympic Committee, of which both of us have the honor to be members, has said that without fair play there is no beauty in sport and that chivalry is its ennobling feature.

I shall urge upon my countrymen that they should not participate in the games in Nazi Germany because it is my opinion that under the domination of the Nazi government and the Ger-

[Continued on page 28]

BULLETIN..

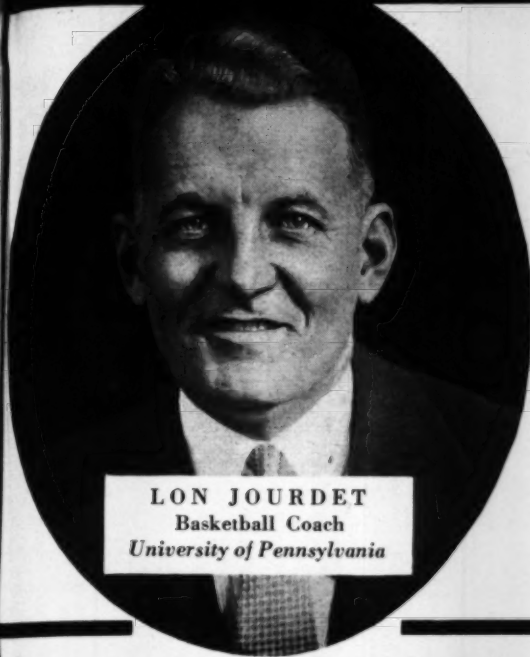
POINTERS FROM COACH JOURDET ON "SET SHOTS" IN BASKETBALL ..

STANDARD SET SHOT

This shot is taken at a distance of 10 or more feet from the basket, when the shooter has come to a momentary stop. It is the "long shot," with its primary requirement of accuracy. Follow the pictures: (1) Eyes on the basket; (2) Hands adjusted on the ball, only finger and thumb tips touching, not palms; (3) Even body-balance, with feet not too far apart; (4) Body raised as ball is delivered; (5) Ball delivered with snap of wrists, thumb and fingers applying a moderate amount of reverse spin; (6) The Shot arched so that the ball will "drop" into the basket; (7) Follow-through of arms and body. Note the nice line and inclination of the player's body at the finish of the shot.

THE FREE THROW

This is basketball's penalty shot. The common, and prescribed method for young players, is the *underhand toss* method, here shown. Follow the pictures: (1) Take a stance with toes close to the line, but *not* on the line; (2) Adjust the ball in hands so that the seams are running crosswise, with thumbs near the top of the ball, and fingers comfortably spread below, with both hands in corresponding positions, and only the finger and thumb tips touching the ball; (3) Fix eyes on the rim of the basket; (4) Dip body and drop arms until they are fully extended, but not strained; (5) Raise body and bring arms up simultaneously; (6) Impart reverse spin to the ball; follow-through with arms.

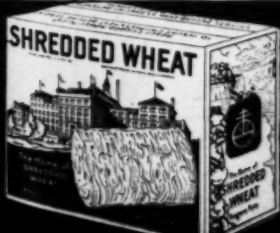
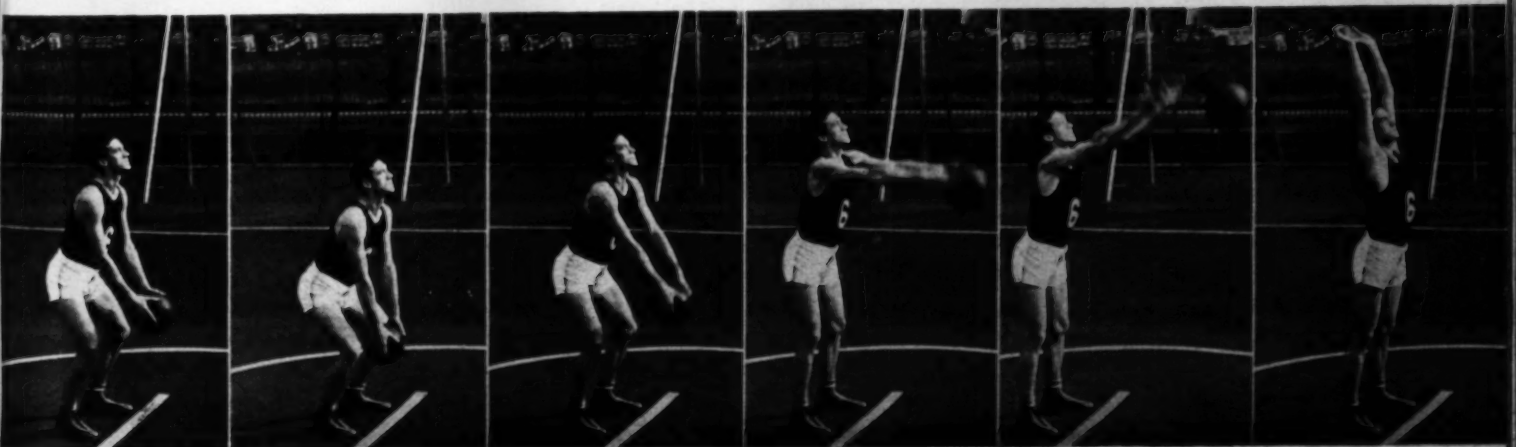


LON JOURDET
Basketball Coach
University of Pennsylvania

STANDARD SET SHOT



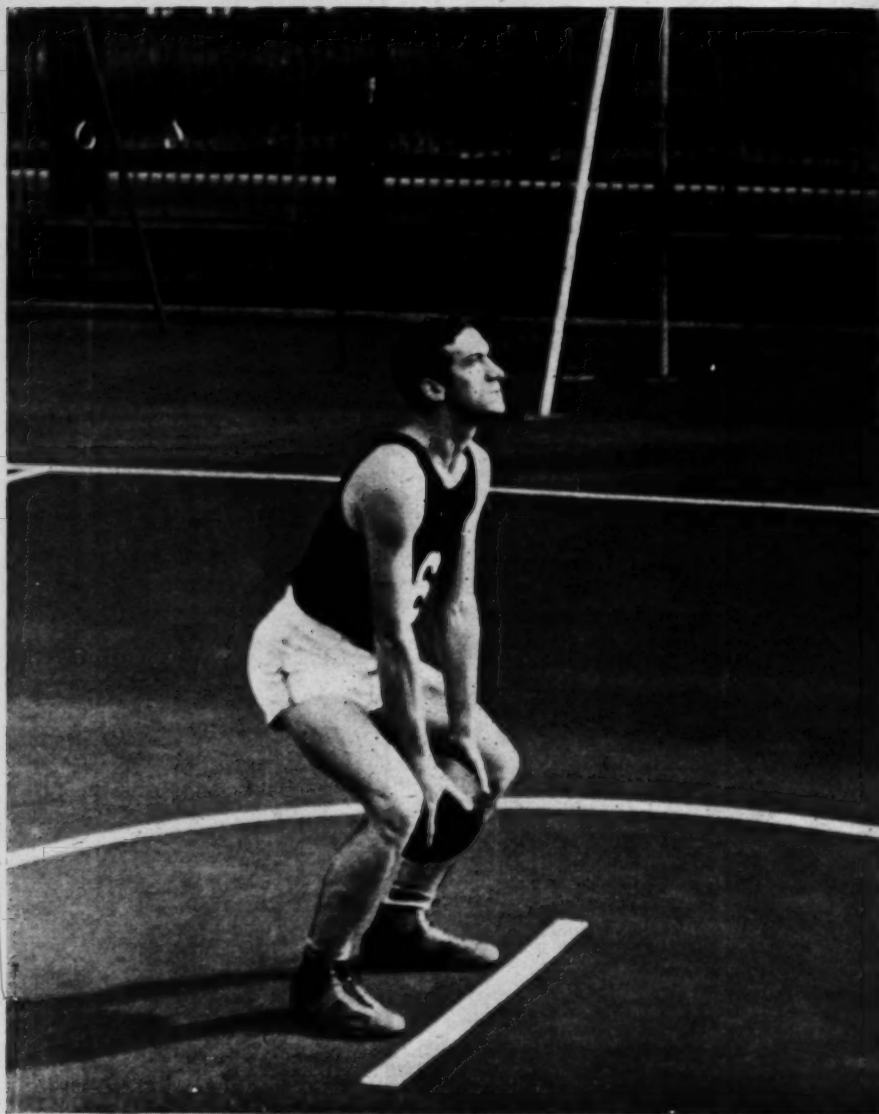
THE FREE THROW



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AND ENERGY . . .

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GO TO
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GAMES**



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PICKING THE PLAYERS; OFFENSE IN ACTION

By Archie R. Chadd

The "three-man interchanging offense" has its key outside, in the No. 4 post

Last month, Mr. Chadd, who is the coach of the Anderson High School 1935 Indiana state champions, gave the details of his practice organization and the principles on which his three-man interchanging offense operates, in his article "Building the Basketball Machine." Now, in his second and final article, he describes the players he prefers for each position, and shows the "machine" functioning in a game—or, as he probably would prefer saying, how it should function.

ALL systems of offensive basketball require a key man. He may play either up front or in the back, but wherever he has his station the system should be geared so that this key man handles the ball more than any other member of the team. This player is the director, the quarterback from whom the whole attack gets its tempo.

In our system at Anderson High School, we have one of the back men—the man in the No. 4 position—at the controls. The kind of player we like to have for this position, and what is expected of him, will be told later. First, we take up the other four positions. I should like to give my conception of the ideal type of player for each of the positions, and go into the details of their movements and how they fit into the system.

Diagram 1 shows the positions, and I wish to call attention to the position of the No. 2 man—outside the freethrow lane, so that when a player is in that position, standing, he is not being clocked by the referee for possible violation of the new three-second rule. The player moving from No. 2, and all other positions, will go into the lane often enough, but we don't want them standing in there and then meeting the pass. We want them to get in their and meet the pass on the move, or almost so.

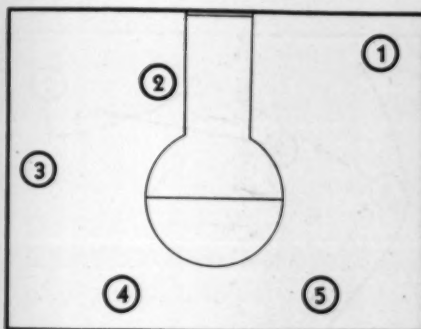
As pointed out in my first article last month, "three-man interchanging offensive system" derives its name from the fact that the three front men interchange positions among themselves, but never with the 4 and 5 men. The 4 and 5 men may interchange with each other, but when they move up front into the play they always return to the back positions, and never occupy the 1, 2 and 3 positions. Of course, a "five-man interchanging system" can be worked out, and has been done so, but it is a further advanced pattern of play and hardly the thing to be perfected by high school boys—unless they are a veteran five who have been together several years.

The No. 5 position

In filling the No. 5 position, we look for a large, rugged boy, six feet or more, carrying no excess weight. We want him to be a good shooter from the field, and a reasonably good ball-handler, and an untiring worker. We want him to be well grooved in passes to the No. 1 and No. 2 men, to have confidence in his ability, and be not afraid to force the issue by driving around his opponent to take the ball into the basket. We make the No. 5 man most responsible for taking the rebounds off the opponents' board. We like him to be cool, steady, dependable.

The No. 1 position

If there is an "ideal type" of forward, then he is the one we want for



Diag. 1

the No. 1 position. His height may vary from 5 feet 9 inches to 6 feet; a wiry type, a good ball-handler of course, with ability to shoot from the field as well as in-under; with ability to fake his opponent with footwork and body movements. We want him to have a good left-hand drag dribble, and the ability to stop on a dime and pivot. He must be aggressive, smart, and a ball-rustler, always on the alert for the rebounds off his own board. If he is a good follow-in man, capable of converting the recovered rebounds into field goals, so much the better. But it is imperative that he be at least good at recovery. This position is the most difficult one to fill, and generally requires an individual with more than one season's experience. As the play starts, this man receives the ball with his back to his own basket. He must know when to give the ball to the No. 5 man, and when to use his own cleverness, not to mention what is expected of him in hitting the basket from the field. More than one man should

be drilled for this position, and the exercise shown in Diag. 5 of my article in the December *Scholastic Coach* should be used unsparingly to develop men for this position.

The No. 2 position

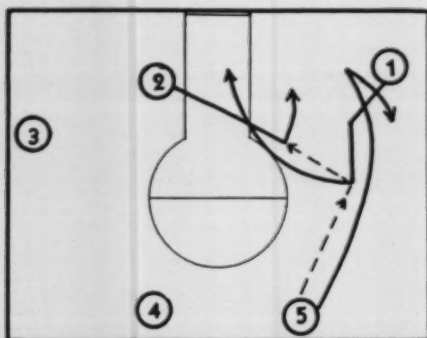
The man for the No. 2 position should be over 6 feet tall, preferably 6 feet 2½ inches, with long arms, and physique rugged enough to survive the punishment handed the man playing most of the time near the basket. He must be able to handle the ball when closely guarded to feed to his side men, his two men breaking in from the No. 4 and No. 5 positions, or turn and shoot from a faked pass. This man must be a great follow-in man, cool, deceptive, and clever with his hands on playing rebounds. This man must be aggressive, without tendency to foul. He must possess a perfect sense of coordination and timing, for, as will be shown later, his position varies as the ball is moved about the court. The play of this individual can make or destroy the cleverness developed by the men in No. 1 and No. 3 positions. The No. 2 man in this system is the logical man to jump center, but it is not necessary that he be used in this capacity.

The No. 3 position

If there are two men with equal ability and physical qualifications for the No. 1 position, use one of them in the No. 3 position. The one possessing the better right-hand drag dribble is the one to use in the No. 3 position, for aside from this the qualifications are the same. To find two men of such high qualifications on the same squad is so unusual that I feel it necessary to describe a less superior individual, yet one competent enough to carry out his assignment in the system. The No. 3 man may range from 5 feet 8 inches to 5 feet 11 inches, may carry weight providing he possesses good coordination, is a good ball-handler and can take advantage of his footwork with a right-hand drag dribble and pivot. This man may be judged by his excellent defensive ability and his ability to handle the ball. He may not necessarily be a high scoring individual. He should be moderately fast, smart, able to hawk the ball and feed to the No. 2 and No. 1 men with a soft pass. I feel that the No. 3 man requires less time for development than any of the men in the other positions.

The No. 4 position

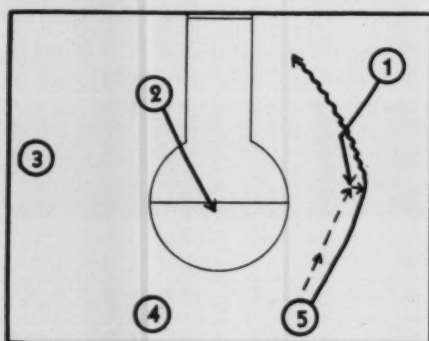
The key position is the most difficult to fill. The player must be an instinctive leader, a personable commander who has the confidence of the other players. He will, of course, be the more aggressive of the two back-court men; a bold driver, good shooter, excellent ball-handler. He should be fast, and have a record of recovering more loose balls than any other man on the team. He probably will not be a tall man; he will be a man of preeminent qualifications, but physical height need not be one of these.



Diag. 2

On with the game

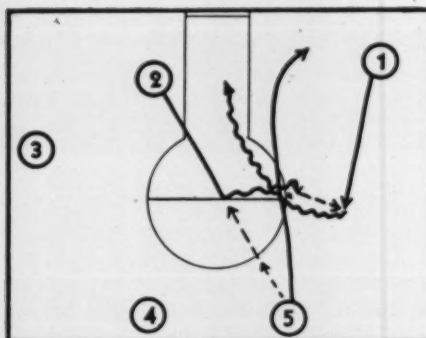
Now that we have our players picked, let's get going, with the ball in our possession and the defense playing us man-for-man, which is what we run up against in nine out of ten cases. When we are confronted with the zone defense, we make only slight changes without altering the basic set-up. I will attempt to explain this later.



Diag. 3

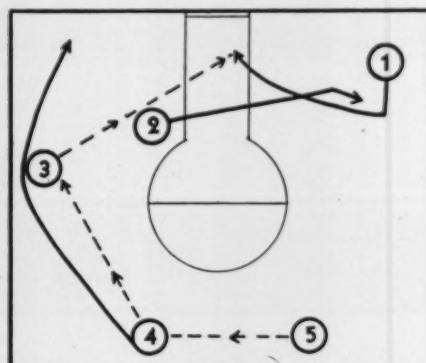
To meet with the new rule limiting the time of a player in the freethrow lane to three seconds, it is necessary to adapt the movements of the No. 2 man to these new requirements, so that when he plays in the lane the situation is such that he will be in and out within the law.

Let us look at Diag. 2, with the 5 man playing on the 1 man and driving down the outside lane for a return pass. Seeing 5 covered, 1 passes up that option, and also the option of



Diag. 4

pivoting and driving in to the basket himself, for the two guards involved had the situation well in hand. The third option is to play on the 2 man, for whom 1 looks with practiced eye, to see him coming across the freethrow lane in the manner shown in the diagram. Receiving the pass from 1, 2 may then use his pivot shot or return-pass to 1. But at any rate, 5 backs out to a position on the side to be open for a pass from 2 in case 2 must use him. As stated last month in the discussion of the principles of the players' move-



Diag. 5

ments, 5 never crosses under the basket without the ball.

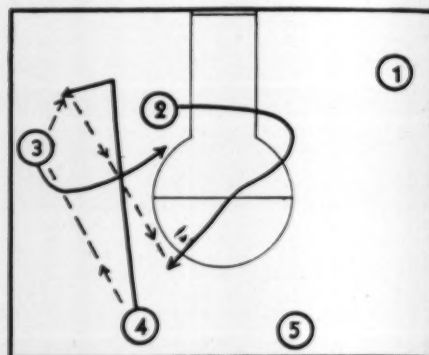
In event 5 passes to 1, breaks to outside, takes a return pass from 1, and attempts to drive in to score, 2 in this case rushes to the freethrow line (Diag. 3) in order to be open if 2's guard should try to stop 5's drive to basket. If 5 completes his drive, 2 will also be in a better position for a follow attempt. As has been mentioned in the qualifications for the 2 man, this will require excellent timing.

In event 5 cannot pass in to 1, he fakes to him and looks for 2 who comes out to freethrow line. 5 passes to 2 who takes one bounce to point just outside lane, as shown in Diag. 4, and may then give return pass to 5 who follows the course of his pass or may give ball to 1 and screen for 1 to allow him to drive to the basket.

If it happens that 5 cannot give the ball in on any of the aforementioned options, he may pass to 4. (Diag. 5). 2

will then cross the freethrow lane in order to assume a position opposite the side of the floor on which the ball is being played. The object of this change of position is to afford 4 the same possibilities as 5 had while in possession of the ball. If the 1 man is competent under the basket, 2 may screen for 1 with the possibility of freeing 1 for a shot. If not, 1 will assume the position 2 had, and play will continue, bringing in the same options as were described for the other side of the court.

If 4 plays on 3 and chooses to drive

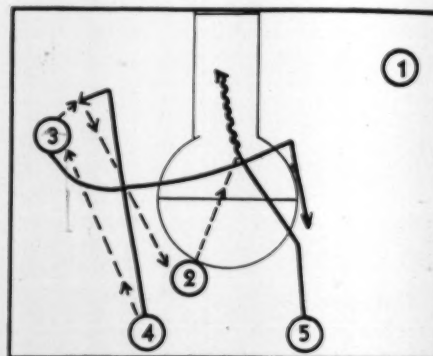


Diag. 6

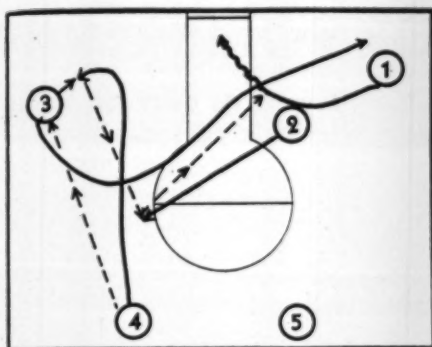
on the inside to take advantage of the inside screen, 4 stops his drive as soon as he can after passing 3, takes a return pass from 3 who then swings toward the basket, or drives straight along the path of his pass if 4 is not too close to him. 2 moves out to the freethrow line, and the instant he sees that 4 does not get the ball from 3 when 4 drives on the inside after the first pass, 2 advances to a point just outside the freethrow circle (Diag. 6) and takes pass from 4 who found it unwise to play on 3. 2 may shoot or initiate the play shown in Diag. 7.

In Diag. 7, 3 crosses to the opposite edge of the freethrow circle when he finds that 4 will not return-pass to him, and as he crosses he sets up a screen for 5 to come down driving around 3, and taking a pass from 2.

Still another option is open to 2, which would be available if 3 kept on going to the opposite side of the court,



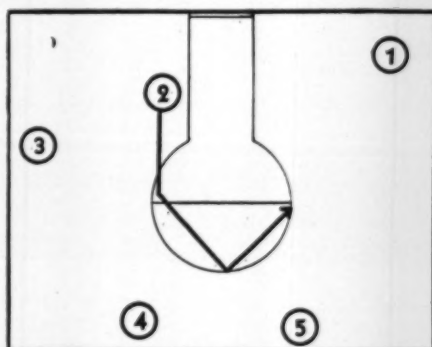
Diag. 7



Diag. 8

setting up a screen to free 1, who cuts and receives pass from 2, as shown in Diag. 8.

Late in the game the team using this system of play, while leading the score, should have the 2 man move out further, as indicated in Diag. 9, where he takes up his post at any of three points along the edge of the freethrow circle. This will pull the defensive team from the basket, and afford greater opportunity for the offense to enlarge its lead in the score. But if the defense will not be pulled out, no greater chances should be taken by the offense, for it is most important to



Diag. 9

keep possession of the ball at this stage of the game. The 2 man moves in the direction the arrow indicates, and should always go to the side of the lane opposite to that on which the ball is being played.

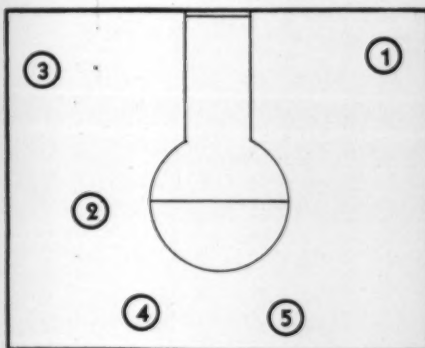
One of the most difficult problems confronting the team is to keep control of the ball over a period of two minutes or longer when being rushed by the opponents. The three-man interchanging system holds at least one solution to the problem, with the two back-court men driving in, and then retreating on their respective sides.

For a still safer means of controlling the ball, the 2 man should take up his station well outside the freethrow lane, as shown in Diag. 10. The key man, 4, will direct the play and it is understood that the man on the strong side nearest the ball must cut to the basket and the ball handler play on the man in position to meet the pass.

By the strong side I have reference to the side of the court where three men are stationed, as in Diag. 10.

Thus, in Diag. 11, 4 has the ball and 2, who is nearest the ball on the strong side, must cut to the basket, expecting to receive the ball if he is open. If 2 is not open, 4 may play on 3 or 5, but regardless of the one he plays on he must cut and come out on his side of the court. 2, 3, and 1 may interweave, cutting to the basket and coming out on either side.

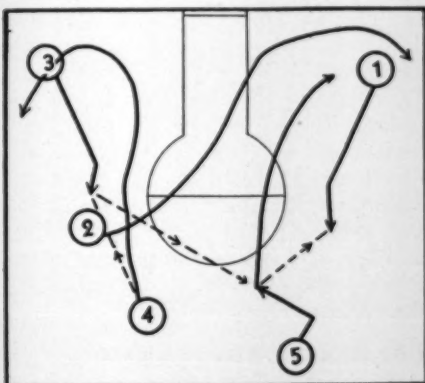
Diag. 12 affords a conception of the detail of play by 2, 4, and 3 while at-



Diag. 10

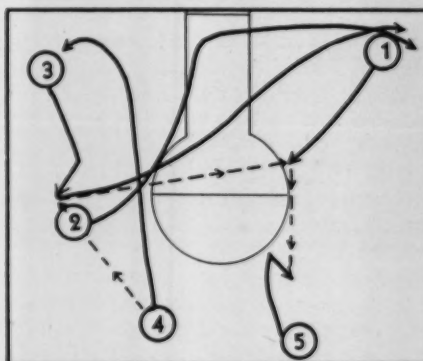
tempting to keep possession of the ball, at the same time moving to the basket for drive-in possibilities.

If 4 has the ball, the near man on the strong side, which is 2, cuts for the basket. 2 may cut to the opposite side of the court to replace 1. 4 fakes pass to 2, then passes to 3 coming to meet the ball. 4 cuts to the corner on his side of the court and returns to his position while 3 is faking pass to 5. 3 passes to 1 who is meeting the ball. 3 may cut to the 1 position, but at any rate he must drive to the basket immediately after he passes. 1 may fake a pass to 4 who has driven to the basket and is retreating. 1 passes to 5 who fakes a drive and has retreated from his guard sufficiently to receive the ball. 1, after giving the ball to 5, drives to the basket, crosses to position of 3 originally, and if the play were stopped here the set-up would be as in Diag. 13 with 5 holding ball and 2,



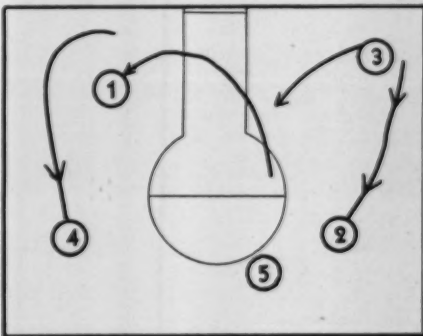
Diag. 11

the near man, ready to cut to basket, and the play reversed. It will be remembered that if 5 continues his drive to the basket, he must retreat on the side of his original position. While



Diag. 12

controlling the ball, no man can be allowed to bounce the ball unless attempting to drive to the basket.



Diag. 13

The three-man interchanging offense was originally built to pierce a zone defense. When it was used for this purpose mainly, the men did not interchange positions, but rather the 2 man went to a position beneath the basket and remained there. As soon as the zone defense assigned one of its members to cover our 2 man, the zone was partially split.

Later, the zone defense sent the front man in the center to cover our man under the basket. On this principle, the member of the defense covering our 2 man was definitely on a man-to-man basis, and the other four defenders were covering territory, shifting with the ball. This ball-shifting defense made it necessary to afford our 1, 2 and 3 men the option of moving about from one position to another with the objective of placing two of our men in the zone of one defensive man. As another defensive man shifted over to the zone of action, we would try to take advantage of the territorial weakness caused by the shift, and send our 4 or 5 man down into the weakened area, or down through the center, or into the busy zone for a set shot at the basket.

DAKOTAS GO EXTRA PERIOD FOR SOMBRERO

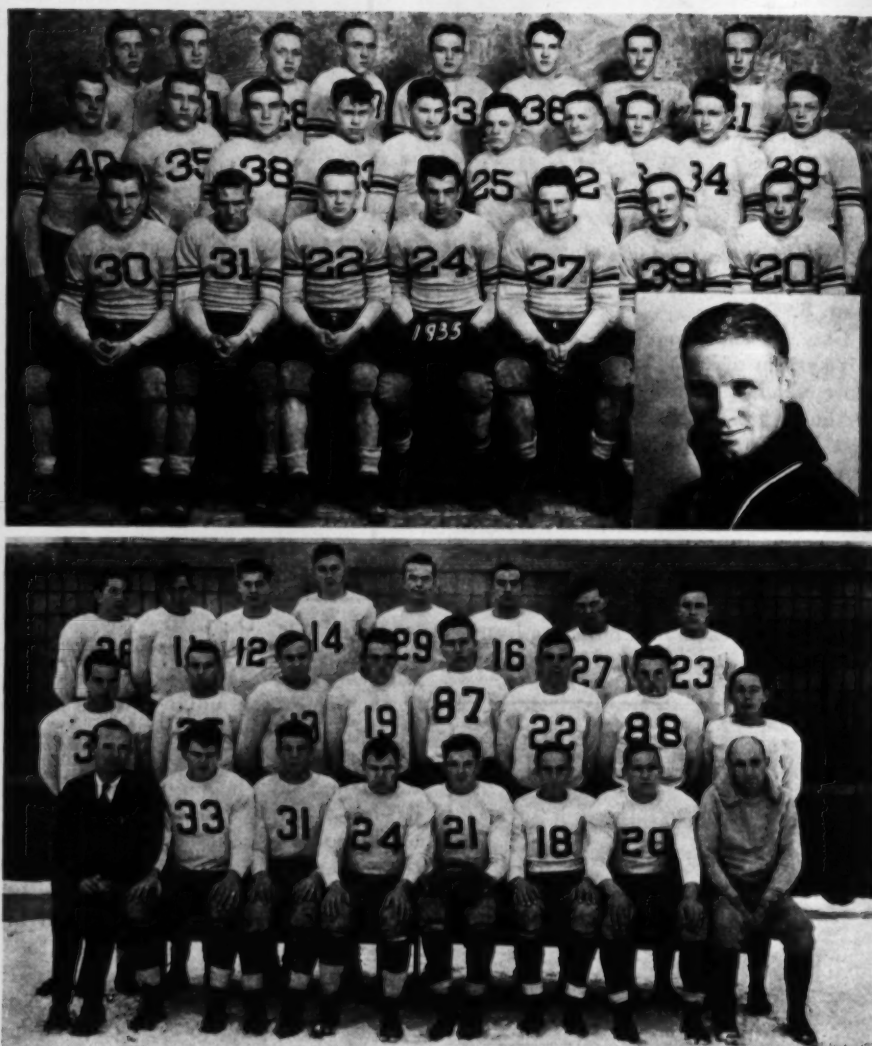
By Harley L. Robertson

Scoreless tie at end of second half;
North Dakota wins added four downs.

WHEN the field judge sounded his gun ending the fourth period of the first game ever played for all-Dakota high school honors, the score board showed a blank. Ordinarily that would have sent everybody running for the exits, and on this particular day there was every reason for the 1,000 brave spectators to start running, because the wintry blasts were enough to set even an Aberdeen Dakotan in motion. But this was not an ordinary game. There was inter-state football supremacy at stake, and more than that, a ten-gallon Stetson sombrero, which the governor of South Dakota was wearing for the moment, and which he was charged to present to the winning team. But the Aberdeen committee on arrangements was prepared for this scoreless ending, and had wisely provided for an extra period of eight downs—four by each team—and the team that gained the greater number of yards in four successive downs was to receive from Governor Berry the big hat. To the Minot High School team, North Dakota's standard-bearers, went the honors, by a score of something like plus seven to minus two (yards). There are worse ways of losing a game. If one must lose, this is perhaps as pleasant a way as any. At any rate, the Rapid City High School team had plenty of glory coming its way. They were in the battle all the way, threatened to score four times, and had the satisfaction of holding Minot on the 2-yard line for four successive downs.

The "extra period" started with Rapid City having the ball on the 50-yard line. They were to run four plays, and then the ball was to go to Minot on the 50-yard line. Rapid City's first play was a pass, incomplete. Another pass-play was called next, and this time the passer was thrown for a loss of 10 or 12 yards. The Magicians then decided that their passing attack was causing them to go in the wrong direction, so they called two running plays, at the end of which the ball was on the 48-yard line—net loss of two yards for the four downs.

Now it was Minot's turn with the ball on the 50-yard line. All they had to do was to leave it there, and the sombrero and the honors were won. But that wouldn't have been cricket. For the first play, Minot chose a forward pass. Incomplete. On the next play they gained five yards, but the referee carried the ball; Rapid City had been off side. Three line plays followed, for several yards gain, and



The Minot, North Dakota, high school team (top picture), winners of the first all-Dakota "Sombrero Day" game by an extra-period victory over the Rapid City, South Dakota, High School (bottom picture), in a game played Thanksgiving Day at Aberdeen, S. D. Coach Glenn Jarrett of the Minot team is shown in the inset. Euclid Cobb, head coach of the Rapid City team, is seated on the extreme right, front row. His assistant, J. R. Gibbs, is at the other end of the row.

that was the end of it. A few hours later, the governor of South Dakota and the governor of North Dakota, the coaches, players, officials, and high school authorities, gathered around the Thanksgiving festive boards for a turkey dinner, where the excellent hospitality of the host city reached its climax. It was a fine, sporting occasion, and though it was not a financial success, due to the forbidding weather, it was successful from every other point of view, and established the event as an annual affair.

The coaches, and the game

The Minot team had been victorious in each of its nine games during the

season, having scored a total of 209 points to 36 for the opponents. Coach Glenn "Red" Jarrett has been in charge of football at the Magic City for five years. The Rapid City team had an impressive record of eight victories and one defeat, for a total of 288 points to 13 by the opponents. Euclid Cobb has coached Rapid City teams for seventeen years, and the nickname of the team is given in his honor: they are called The Cobblers.

As the teams lined up for the kick-off, each was uncertain of the other's strength. Since they had come from such widely separated areas, and had not met a common foe, there was more than the usual [Continued on page 34]

COACHES' ASSOCIATIONS

News and comment from high school coaches' associations

Wisconsin

Want goal posts returned

WISCONSIN football coaches again have registered their desire for a return of the goal posts to the goal line, by means of some cantilever type of posts which brings the uprights and cross-bar in a plane with the goal line but keeps the base posts themselves off the line. The National Federation football rules questionnaire, which our Association distributed to the coaches of the state, shows Wisconsin coaches as eager as they were a year ago to have the posts brought within easier kicking range. Wisconsin coaches are pleased with the forward-pass rule permitting passes from any point behind the line of scrimmage. Many coaches are in favor of changing the substitution rule to allow free interchange of players without restriction.

The new rules for basketball are receiving favorable criticism in the state of Wisconsin. The new three-second rule is already popular. Almost all coaches are enthusiastic about the new out-of-bounds provision after a successful freethrow. The state has never adopted the ten-second rule, owing to the fact that many gymnasiums are too small. But this year the WIAA suggested that the various conferences act as they please on this rule, with the result that several of the leagues are starting play with it. The Fox River Valley Conference recently decided to use it, as has the Big Eight.

This has been a great football year in Wisconsin for the "East" high schools. Milwaukee East won the Milwaukee championship under Coach Bernie Hesselton; Madison East won the Big Eight championship under Coach Hunk Barrett; Green Bay East won the championship of the Fox River Valley Conference for the ninth time in 11 years; and Superior East regained much of its lost former glory in the superior district with a good season under Coach Einar Tangen.

The Association's committee on wrestling,

under the chairmanship of L. L. Cunningham of West Allis, has completed an arrangement with Marquette University by which the state's first wrestling championship will be held, provided permission is granted by the WIAA. Wrestling has been growing rapidly in popularity throughout the state, and while there are not many schools at present competing interscholastically, there is considerable activity on an intramural basis. The proposed tournament at Marquette would certainly stimulate interscholastic competition throughout the season.

Plans are going forward on the program of the Association's second summer coaching clinic, under a committee including Ray Dunn of Mayville, Lee Miller of Oshkosh, Carl Klandrud of Wisconsin Rapids, and Gordon Winder of Manitowoc. The success of last summer's first school is encouraging the committee to enlarge upon that program, and to include next year discussions on other sports besides football and basketball. The trend in intramurals will no doubt be among the topics to be discussed. As the program plans develop they will be reported here.

LOUIS E. MEANS,
East H. S., Green Bay

Missouri

39-inch hurdles satisfactory

TABULATION of the track questionnaire sent out by the Missouri State H.S.A.A. to the track coaches of Missouri has recently been completed for returns made up to Dec. 1. The results, as tabulated by George Riley of Rogersville, member of the A. A. Board of Control, follow:

1. Were the 39-inch high hurdles satisfactory? **Yes 46; No 2.**

2. How did the time for the 39-inch high hurdles compare with that for the old 42-in. hurdles? **25 said Faster. 4 said Same.**

3. In general do the boys favor the new height? **Yes 48; No 1.** [Next page, please]

Maneuver to use on guard when he cuts ahead of forward

Forward 3 is pulling out to receive pass from his teammate 5. Ordinarily, the play would be 5 to 3, and then 3 would either return-pass to 5 cutting down to inside or outside, or 3 would play on some other option if 5 happened to be covered. But here is a play which 5 and 3 can work, with the help of the other back-court man, when they see that 3's guard (8) is stepping along fast and running slightly ahead of 3 in anticipation of intercepting 5's pass to 3. When the guard is overplaying this way, 5 should pass the ball to the other back-court man as 3 slips in behind his guard (8) and cuts for the basket, to receive the ball from the third man. It is important for 5 to play up to the situation by retaining the ball as long as possible and keeping his eyes on 3 even as he makes the pass to his teammate to the right. Note, in the second picture, that 5 gets this pass off beautifully without turning his head. It was this fine masking of intentions that led 8 right into the trap.



4. When low hurdles are 18 yards apart does the distance properly fit the stride of high school boys? **Yes 36; No 10.**

5. Does the 18 yards low hurdle rule fit the stride of boys who have not previously trained on the 20-yard hurdles? **Yes 36; No 11.**

6. Having practiced with the new distance (200-yd. low hurdles), do the participants favor it? **Yes 41; No 5.**

7. Do you favor a smaller and lighter discus for High Schools? All respondents voted **No.**

8. Would you favor using a wider take-off board and then measuring from the mark of the toe? The coaches voting on this question favored a wider take-off board, but did not want to measure from the toe.

An amazingly poor return of the questionnaire found less than 50 coaches responding out of almost 500. This indifference can mean only one thing, which the few returns show: that the new hurdle regulations for high schools are satisfactory. However, one would think that the coaches would respond for the sake of registering an opinion on the discus and broad jump items. Is it that they are indifferent to the size of the discus, and the regulations regarding the broad jump? We don't like to think our colleagues uncooperative, but what other conclusion can one draw from their indifference to this questionnaire? The A.A. went to considerable effort and expense to circulate this questionnaire, and deserved a better return for the investment.

We have finally located Roy Lee Roberts, better known as "Hollerhead," formerly of Webb City and a football player extraordinary from Springfield Teachers ('22). He is now married and teaching in Hilo High School, Hawaii. He is a subscriber to *Scholastic Coach* and being from Missouri, wrote the secretary of the Assn. for news of his Missouri friends.

The St. Louis City and County coaches' associations were hosts to a number of out state coaches at a luncheon at the Hotel Marquette during the State Teachers meeting in St. Louis. Short talks were made by Millard Halter of Wellston, president of the County Association, Raymond Polster of Beaumont, president of the City Association, and Ed Potter, secretary-treasurer of the State organization. Jimmy Conzelman, Washington University football coach, was the principal speaker. After the luncheon most of the coaches present attended the University City-Webster Groves football game.

The Rolla district recently held a most interesting and helpful basketball clinic at the Missouri School of Mines with over 100 coaches, officials and players present. M. C. Cunningham of Desloge, vice-president of the State Assn. led the rules discussion. Junior Brown of the M. S. M. coaching staff made a very good talk on the "Relation Between the Official, the Coach, Players and Crowd." Elmer Kirchoff, M. S. M. basketball coach and several of his varsity players put on a demonstration of the teaching of fundamentals. This was the largest turnout of coaches ever to assemble for a clinic in South Central Mo., and we like to think that it is due to the influence of the Coaches' Assn.

The North Central district (Columbia) completed organization at a recent meeting in Columbia. Glenn Smith of Hickman High School, Columbia, was elected president, with John Cooper of Centralia as vice-president, and Berle Adams of Brunswick, secy.-treasurer.

Bowling Green won the N. E. M. basketball tournament for girls this year; Wright City was second, La Grange third, Clarence fourth, and Bethel consolation winner. In the boys' division Holliday was first, followed by Monroe City, Wright City, Perry and Tilden. This was the ninth annual N. E. Mo. boys' and girls' fall tournament.

The Brunswick H. S. girls' basketball team has not been defeated since 1933. They have won 62 consecutive games. This includes 9 tournaments. Last year the forwards scored 1730 points in 38 games.

The Clarence girls and the Shelbyville boys carried off top honors in the Shelby County basketball tournament held at Clarence. Hunnewell boys and Shelbyville girls were runners-up.

C. E. POTTER,
St. James H. S.

Indiana

New rules O.K. with Indiana

INDIANA, which we like to think is the hub of the basketball world, approves of the new basketball rules. That is, generally speaking. There is a protesting voice here and there. The conductor of this column asked high school coaches from various sections of the state for their opinions on the new rules, and here is what he got:

Mose Pruitt, Connorsville H.S.—The new restriction on the pivot man will not bother us very much, because we haven't featured this fellow for several years. This year we are emphasizing the fast break

Fake to left and reverse, to set up screen legal anywhere

Screens set up by players not in possession of the ball, and which result in some personal contact, however slight, are designated blocks in some sections of the country. But the screen that is everywhere acceptable, and countenanced even with a modicum of personal contact, is the one set up by the player in possession of the ball, as in the case here pictured. 6 has laid down a soft bounce pass off to his right to teammate 8 coming across. 6 fakes a cut down the outside alley, and quickly reverses to pass closely in front of 8 who does a nice job of pivot-blocking (or, pardon us, screening), as 6 comes around to take a return pass. 6 has an easy set shot, for he is within fifteen feet of the basket and 8's guard cannot switch over to cover him.



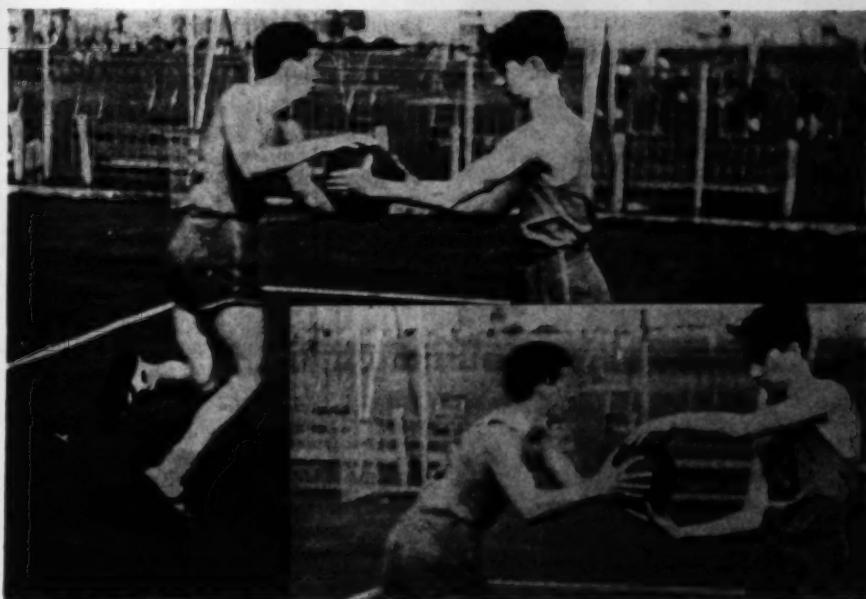
more than we have in the past. Our set offense is the two-in and three-out type . . . The rules changes for 1935-36 further contribute to giving the small player a better chance to compete with the tall player. This is as it should be, for the game as it had been developing under the old rules was giving the tall player a disproportionate advantage over the little player. The trend toward emphasis of speed and skill, rather than height and brawn, should be carried on . . . I am again prompted to remark that something should be done to lessen the crowding around center. Already this season it has been a problem in our games, and I can see no hope for improvement, unless the rules-makers will provide it, when the control of the center tap is at all in doubt. Of course, there isn't much of a problem when one team completely dominates the center tap.

Ralph Parmenter, Central H.S., South Bend—There is only one of the new rules I don't like, and that is the new curb on the pivot player in the lane. We have had some success with this style of attack, and I naturally don't like to give up a winning weapon. However, if, as they claim, the game as a whole will be benefited by this new rule, I will gladly join in the applause for the rule . . . In the three games I have seen, the officials called "the three second" violation 16 times. In doing so, they have missed several major fouls out on the floor. Most of these fouls have been called on players dribbling into the lane and either passing or shooting and forgetting to get out of the restricted area. I think the officials are violating the spirit of the rule when they do this, the rule being intended to do away with the pushing and holding between the pivot man and his guard . . . As I see it, the three-second rule will cause plenty of arguments. Not only will there be disagreement as to how long the player remained in the lane, but officials, who will have to be keeping their eyes on this part of the action, will be much more likely to miss important personal-contact fouls at other points on the floor . . . It remains to be seen whether much can be done with pivot men outside the lane. Last year we used a pivot play with our forwards and guards working with one another. This year we are using the pivot play with the guards forming triangles with the forwards for screening, and with our center breaking from the corners. We are also using a double pivot with two big men . . . The new dribble rule is good because it gives a clever boy a chance.*

Elder J. Eberhart, Morton H.S., Richmond—If our early-season games serve as a criterion, the new rules will have little effect on our style of play in so far as the three-second rule is concerned. Since we have been starting our offense with "three out and two in" the boys haven't had any trouble with the three-second rule. We have found the officials very reasonable about the rule. If a boy is moving out of the freethrow area with or without the ball, it seems to me they are not going to call it as close as we had expected they would . . . The new rule for keeping the freethrow area free of players on jump

balls at the freethrow line seems to have helped held balls on all parts of the floor. Less crowding seems to occur on all jump balls, and even at the tip-off. . . . Giving the ball out of bounds to the opponents after a successful freethrow following a personal foul, tends to speed up the game and also gives the opponents an opportunity to score, especially if the score is close and they are behind in the closing minutes of the game. Some coaches had an idea that fast breaks could be started from this new set-up, but I believe teams will become defensively wise after the foul shot has been made, and will drop back very quickly.

John W. Ward, Tipton H.S.—The King is dead. Long live the King! The coaches of Indiana have in the past placed too much of a premium on the big boy with protruding elbows and big haunches, who could stand in the foul circle and take it



When making so-called "quarterback" passes, which are being used to great extent in these days of deception and screening, it is advisable to have your players in agreement as to how they will hold the ball in

Murray Mendenhall, Central H.S., Ft. Wayne—I approve the present changes, and want to take this opportunity to express the hope that the center jump will be completely eliminated for next year's game.

Kenneth Peterman, Shortridge H.S., Indianapolis—The out of bounds after a successful foul shot is a fine thing for the spectators, but rather strenuous on the players. I have had some parents comment on the fact that the rules committee seems to be neglecting the welfare of the players in their endeavor to bring larger crowds to see the games.

C. A. McConnell, New Albany H.S.—The changes in the rules are possibly doing as much for the game indirectly as in a direct way. They have caused more inquiry into the varied possibilities of offense and defense by coaches, officials, and players. This has given impetus to basketball clinics, which have been more numerous

handing the pass. They may hold it top-bottom, or side-side, but whichever method they use, the whole team should understand which it is, so that receivers in grabbing the ball can make a clean getaway with it.

and give it to the tune of 15 to 20 points a game. With the advent of the new rules we find this "king's" power so curtailed that he is no longer the despot that he once was, but is just another ball-handler on the team. Under the old rules we had more or less lapsed into a stereotyped plan of offense in Indiana. Even the spectators knew what to expect from most of the teams . . . Up to date we have played six games and have not played against a single team which is trying to use the straight, stereotyped pivot play. Frankfort is using a rotating pivot man which is used, for the most part, as a blocking post. We found Lebanon still using the famous Piggy Lambert style of fast break. Against Delphi, we encountered a rotating style, with each man going through various cuts, with the ball being kept in continuous motion. We at Tipton are attempting to use Dr. Carlson's continuity style. We start most of our plays from a double pivot using two-, three-, four-, and five-men triangles. If we find the defense dropping down too far on us to check our continual inside blocking system, we go into a straight double pivot style of play with the pivot posts just outside the foul lane on each side.

this season than at any time in the past . . . I think the most used style of offense in Indiana will be that of two men down and three back. This type of offense, however, was largely used by many of the stronger teams last year, unless a team possessed an outstanding, tall center. A team having this type of center will employ the double pivot or the system of three down and two back, permitting the center to cut through the freethrow lane and use his height near the basket. The three-second rule will tend to open the court around the basket and will induce more driving for the basket. However, it seems impractical to expect players and officials to adhere strictly to this time limit. Officials will have more important work to do, watching for more flagrant fouls.

Keith Crown, Horace Mann H.S., Gary—The new rules have already been well received by players, fans, and coaches of northern Indiana. All teams I have seen in action are using a fast break whenever possible. Whenever the action has been slowed down, most of the teams use a three-out, two-in formation.

MARK C. WAKEFIELD,
Evansville H.S.

[Coaches' Associations Con't on page 30]

*Rule 7, Section 10—The definition of a dribble is revised. "A fumble or attempt to gain control of the ball is not a dribble; that is, after muffing, or fumbling, or tapping the ball from a group of players, a player may then recover the ball and start a dribble. A player is to be given a reasonable opportunity to gain control of the ball; but if, having had an opportunity to gain control, he makes an obvious attempt to advance the ball, he should be considered a dribbler."—Statement by Oswald Tower, official interpreter of the rules for the National Basketball Committee.

A PROGRAM OF HEALTH

By W. G. Moorhead

This is the fourth of Mr. Moorhead's series of articles on a program of health instruction for the high school, based on the curriculum set up by the Division of Health and Physical Education of the Department of Public Instruction, state of Pennsylvania, of which Mr. Moorhead is the chief.

Care of the special senses and health of the skin, hair and nails.

MEMBERS of the White House Committee on the Physically and Mentally Handicapped Child proposed as a basis for their study, a bill of rights for the handicapped child which reads, in part, as follows:

The handicapped child has a right:

1. To as vigorous a body as human skill can give him.
2. To an education so adapted to his handicap that he can be economically independent and have the chance for the fullest life of which he is capable.
3. To a life on which his handicap casts no shadow.
4. To grow up in a world which does not set him apart.

The units presented this month are significant when consideration is given to the care of the special senses. Poor vision and defective hearing are alone largely responsible for retardation or failure of the child to progress normally in his school work.

A special study made of visual defects in the children of the first eight grades in school districts of the fourth class by the medical inspectors of the Pennsylvania Department of Health in the past year show that out of 150,000 children examined, 5,239 showed a visual acuity of "70" or less in one or both eyes. That is to say, a pupil standing twenty feet away from the

eye chart can see only the letters which are large enough to be seen by the normal eye at seventy feet. Such a condition calls for our every effort in both prevention and correction.

Detection of health handicaps is not sufficient. What is most needed is a program that has as its ultimate goal, the correction of such handicaps. Such a program includes not only corrective treatment, but also a careful study of those conditions in the school that are doubtless contributing factors to impaired vision so that they may be remedied.

CARE OF THE SPECIAL SENSES

I. THE SENSE OF VISION

A. The importance of good vision

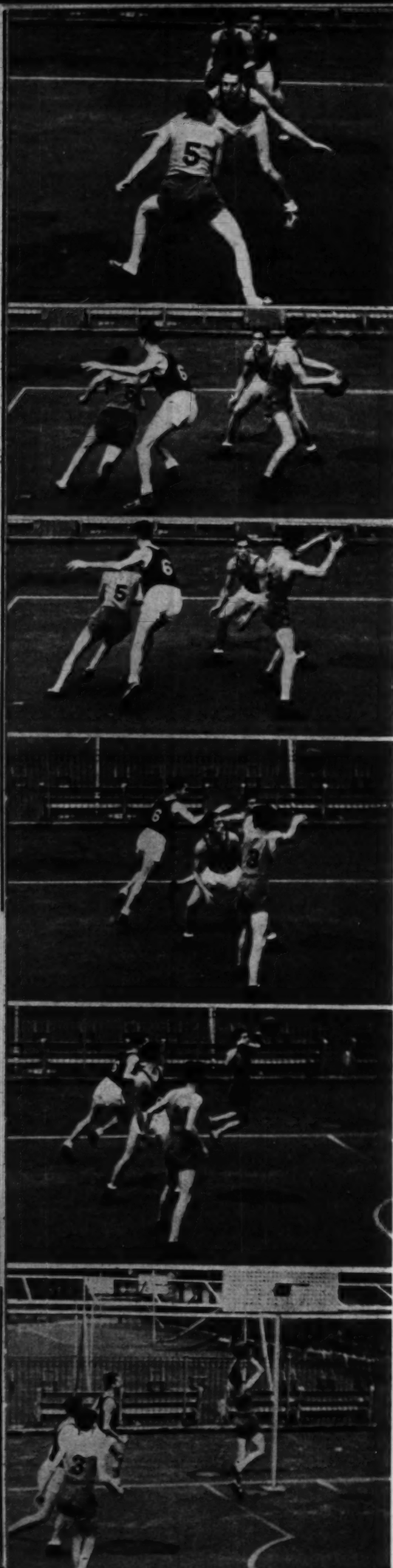
1. The eyes—the medium for carrying to the brain messages of form, color, movement; one of the chief avenues of learning
2. The many uses of the eyes in gaining an education; in learning to live in the world about us
3. The prevalence of defective vision among school children; the resultant handicaps in education; indications of the need for conservation of vision
4. Changes in living conditions which have added new hazards to the eyes
 - a. The extensive use of printed material
 - b. Transportation over long distances—reading en route
 - c. The use of fine machinery
 - d. Crowded living conditions resulting in limited or poor light

B. The structure and function of the parts of the eye

1. The exterior parts of the eye
 - a. The eyelids and eyelashes
 - b. The eyebrows
 - c. The lachrymal glands and duct

Outside feint, inside pass

A player in possession of the ball at the side of the court in the zone of attack has a half-dozen or more options to choose from when a teammate from a position further out moves to set a play in motion. To the left we have six frames from a moving-picture film of one of the options, and on the opposite page seven frames showing the same option with a different ending. At the left, top picture, Player 5 is seen starting his cut to the outside lane. As he passes his teammate, 3, who has the ball, he prepares to receive a pass from him. 3, as he moves his arms to pass to 5 coming past him, observes that his own guard commits himself to a switch to cover 5 outspeeding his guard (6). This commitment on the part of his guard is all that 3 needs to signal the option off. He front turns with his left foot as the pivot foot, draws over to the right, and waffs a two-hand high shoulder pass to 5 who has safely gained a full stride on his guard. 3 has other options, of course, but they make other stories, and other pictures.



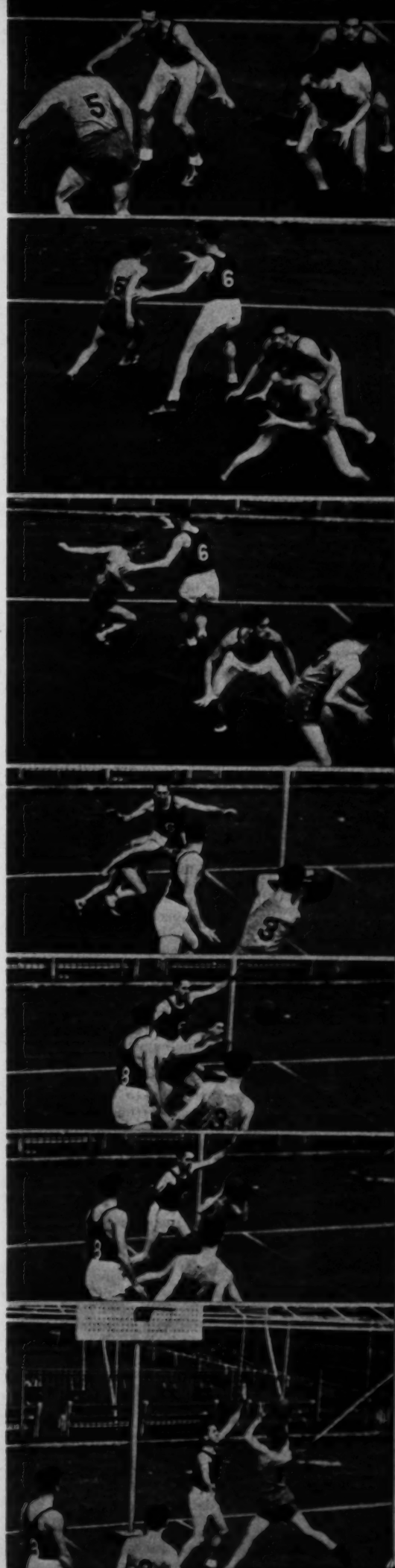
INSTRUCTION, IV

- d. The conjunctiva
- e. The muscles
- f. The bony socket
- 2. The interior parts of the eye
 - a. The coats of the eyeball
 - (1) The sclerotic and cornea
 - (2) The choroid
 - (3) The retina
 - b. The iris and pupil
 - c. The ciliary muscle
 - d. The chrystalline lens
 - e. The aqueous humor
 - f. The vitreous humor
 - g. The optic nerve
- C. The process of vision
 - 1. Comparison of the mechanism and functioning of a camera with the eye
 - 2. Refraction of light
 - 3. The act of accommodation to light and distance
 - a. Elasticity of the lens
 - b. Action of ciliary muscle
 - 4. Transmission of the stimulus by the optic nerve to the brain
 - 5. Interpretation of message in brain
- D. The meaning of normal vision
- E. The need for correction of abnormalities of vision
 - 1. Causes, symptoms, effects on health and vision, and means of correction in cases of
 - a. Nearsightedness (myopia)
 - b. Farsightedness (hyperopia)
 - c. Astigmatism
 - d. Crossed eyes (strabismus)
 - e. Eyestrain
 - f. Color blindness
 - 2. Testing acuity of vision
 - Explanation of the use of the Snellen Eye Charts
- F. Protection and care of the eyes
 - 1. Common disorders
 - a. Sties
 - b. Granulated eyelids—simple type
 - c. Conjunctivitis
 - d. Pink eye (communicable)
 - e. Trachoma (highly communicable)
 - f. The effects of general ill health on vision
 - g. The effects of the presence of certain diseases elsewhere in the body on the health of the eyes
 - 2. Injuries
 - a. Foreign particle in eye—methods of removing
 - b. Black eye—treatment for
 - c. Occupational injuries
 - 3. Protecting the eyes through proper use
 - a. When reading
 - (1) Arranging good light
 - (a) From steady source
 - 1. Moving trains and cars
 - (b) Of sufficient intensity
 - (c) Coming over the shoulder
 - (d) Avoidance of glares and shadows
 - (e) Regulating artificial and natural light for reading
 - (2) Maintaining proper posture
 - (3) Resting the eyes frequently
 - (4) Wearing glasses when necessary
 - (5) Refraining from extensive reading when tired or ill
 - b. When sewing, drawing or when doing other fine work.
 - c. Regulating attendance at moving pictures and choosing theatres having best equipment
 - d. In certain occupations—protection from excessive heat, dust, fumes, chemicals
 - e. In driving an automobile—protection from glares, dust, wind
 - 4. Hygienic precautions
 - a. In washing
 - b. In the use of individual towel
 - c. In the use of own clean handkerchief
 - 5. The conservation of vision
 - a. The importance of early detection and correction of defects
 - (1) Responsibility of the home; of the school
 - (2) The services of an oculist in contrast to those of an optician or optometrist

[Turn to next page]

Extension of maneuver on opposite page

Here, top frame, is seen a close-up of 3's feint to 5 as the latter goes by. Front turning on his left foot, 3 makes ready to repeat the maneuver to the left, but he finds that Guard 6 has his man well covered. Just as 3 was about to enter into some other option (a pass to a third man, or a dribble off at a diagonal), he notes 5 cutting back under his guard's nose to get into the clear for a safe pass. The shot 5 attempts is not the piece of cake he has in the situation on the opposite page, and many coaches might resent his attempting it in face of the defensive position 6 maintains. 5 has other, perhaps safer, options, but for these pictures we wanted him to shoot in the hope that we would get a rare snatch of shooting action. We did.



- etrist
- (3) Eye clinics
- b. The need for maintaining in the school, healthful conditions which affect vision
 - (1) Proper lighting
 - (a) Window area
 - (b) Adjustment of shades
 - (2) Proper seating in relation to light and posture
 - (3) Correct placing of blackboard of the right type
 - (4) Color of walls
 - (5) Selection of textbooks
 - (a) Size of print
 - (b) Type of paper—free from glare
- c. The organization of sight saving classes
- d. Selecting occupation or profession with due regard for
 - (1) The condition of the individual's eyes
 - (2) Hazards to vision
- e. Legislation regarding the education of the blind and partially sighted

Suggested Activities

1. Pupils read and prepare brief papers on the life of Helen Keller
 2. Committees prepare reports on the relation to the conservation of vision of improvements in lighting (1) in the home, (2) in the school
 3. Study the lighting in the classroom. Discuss arrangements for removing vision hazards in relation to seating, blackboards, use of the shades, and posture
 4. Make a survey of textbooks in use as to suitability of paper and printing. Note improvement in many of the newer books
 5. Teacher gives summary of vision defects among pupils in each class. Note percentage of correction. Stress the need of 100 per cent correction. Make adjustments in seating for individuals with defective vision
 6. Discuss the special service given by an oculist, optician, optometrist in case of eye disorders
 7. Committees study statistics of the prevalence of vision defects among (1) rural pupils, (2) city pupils. Suggest possible reasons for the higher percentage of defects among rural pupils. Outline suggestions for securing correction
 8. Discuss the dangers of accidents in modern times due to color blindness
 9. Individuals report (questionnaire) on present practices in regard to the use of the eyes in home study. Suggest ways for improvement. Check on improvement in habits and practices later
- ### II. THE SENSE OF HEARING
- A. The importance of normal hearing
 1. In every day life
 - a. Sense of hearing one of the chief avenues of learning
 - b. Appreciation of music
 - c. Avoidance of accidents
 2. In securing an education
 - a. Learning through listening to the spoken words of others; judging people and situations by sound; music, etc.
 - B. The problem of defective hearing
 1. Percentage of hearing defects among pupils in United States; in local schools
 2. One of the chief causes of retardation in school
 3. The cost of re-educating retarded pupils
 4. The potential seriousness of any hearing defect
 - C. The structure and function of the parts of the ear
 1. The outer ear
 - a. The auricle
 - b. The canal
 - c. The ear drum
 2. The middle ear
 - a. The bones—hammer, anvil, stirrup
 - b. The Eustachian tube
 3. The inner ear
 - a. The cochlea
 - b. The semi-circular canals
 - c. The auditory nerve
 - D. The process of hearing
 1. The collection of sound waves
 2. The transmission of vibrations within the ear to the auditory nerve
 3. The transmission of the stimulus by the auditory nerve to the hearing center in the brain
 4. The interpretation of the stimulus by the brain
 - E. The function of the ear in maintaining equilibrium
 1. The work of the semi-circular canals, sight and muscular sense
 - F. The function of carrying sensations of sound to the nervous system
 1. The factor of noise
 - G. Causes of ear disorders and disease
 1. Foreign bodies in the ear
 - a. Need for skill in removing
 - b. Dangers of puncturing ear drum
 2. Spread of infection during a cold
 - a. Infection through Eustachian tube to ear and mastoid
 - b. Dangers of blowing nose forcibly
 - c. Prevention of spread of infection to others
 3. Accumulation of hardened ear wax
 - a. How it should be removed
 4. Diseases which predispose to ear infection
 - a. Scarlet fever, measles, diphtheria, grippe, meningitis, sinusitis
 - (1) Importance of testing hearing upon recovery
 5. Dangers of infection while swimming
 6. Nervous disorders
 7. Diseased or enlarged tonsils
 8. Congenital deafness
 - H. The prevention of defective hearing
 1. Proper care in removal of foreign bodies from the ear
 2. Prevention of diseases which predispose to ear infection
 3. Removal of adenoids and diseased tonsils
 4. Consulting a physician at first symptoms of ear disorder
 5. The detection and treatment of hearing disorders
 - a. Methods of testing hearing
 - (1) Watch-tick test
 - (2) Whispered speech
 - (3) Tuning fork
 - (4) Audiometer
 - (5) Phono-audiometer
 - b. Difficulty of determining whether hearing defect will progress or respond to treatment

6. Caring for the hard-of-hearing child in school
 - a. Seating where he can hear best
 - b. Favorable light to facilitate lip reading
 - c. Training other children to be considerate and helpful to those who are hard-of-hearing
 - d. Schools for the hard-of-hearing
 - e. Legislation
- I. The problem of caring for the deaf
 1. Legislation

Suggested Activities

1. Demonstrate testing hearing by one or more of the following methods (1) watch-tick, (2) whispered speech, (3) audiometer, (4) phono-audiometer
- ### III. THE SENSE OF TASTE
- A. The tongue, the organ of sensations of taste
 1. Sensations of taste
 - a. Sweet, sour, bitter, salt
 - b. Substances must be dissolved
 2. Location of sensations of taste
 - a. Taste buds in tongue
 - b. Gustatory nerve
 - B. Conservation of sense of taste
 1. Keep mouth clean
 2. Avoid highly spiced foods
 3. Avoid use of tobacco
 - C. Relation between sensations of taste and smell
 1. Why it is difficult to taste when one has a cold
- ### IV. THE SENSE OF SMELL
- A. Location of the sense of smell
 1. Beginning of respiratory tract
 - a. The olfactory nerve
 - b. The nasal passages
 - (1) Nostrils
 - (2) Hairs
 - (3) Mucous membrane
 - c. Turbinate bones
 - B. Obstructions in nasal passages
 1. Adenoids
 2. Deviated septum
 - C. Avoidance of unhealthy conditions
 1. Catarrh
 2. Nosebleed
 - D. Relation between sense of smell, taste, and vision

THE HEALTH OF THE SKIN, HAIR AND NAILS

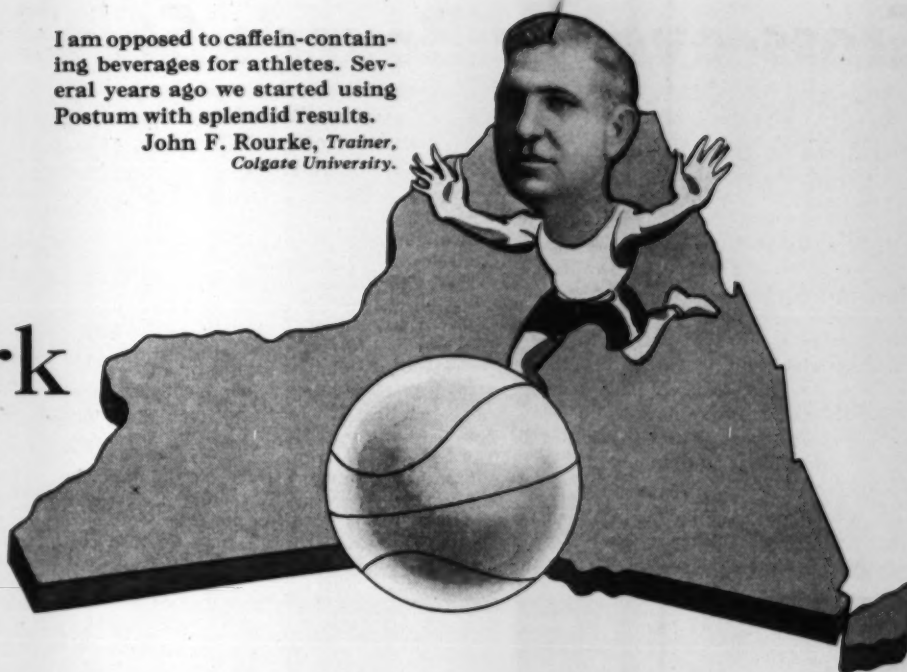
- #### I. THE HEALTH OF THE SKIN
- A. The appearance of the skin as an index to health, personal attractiveness and social attitudes
 1. The desire for personal beauty. The recognition that healthy color of the skin contributes to attractiveness. The effort to imitate a healthy appearance by the use of cosmetics,—artificial device denoting the absence of the real thing
 2. Cleanliness—indicative of self-respect, care in personal habits, regard for others
 3. Health—(a partial index)—color, freedom from blemishes, good reaction
 - B. The structure of the skin
 1. Epidermis, dermis, glands, nerve endings
 - C. The function of the skin
 1. Protects parts of the body; regulates the heat of the body; assists in elimination; serves as an organ of touch
 - D. Factors influencing the health of the skin

[Concluded on page 36]

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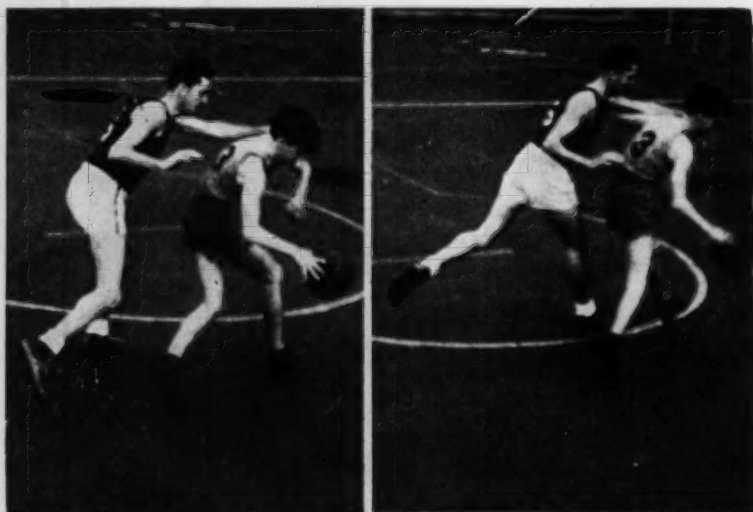
If you live in Canada, address: General Foods, Ltd., Cobourg, Ont. (This offer expires Dec. 31, 1936.)

Cross-over or Boxer's Step?

TO THE EDITOR OF SCHOLASTIC COACH:

May I call to your attention two mistakes in the "drag dribble" pictures which appeared on pages 16 and 17 of your December issue, with Mr. Chadd's article. First, the dribbler in these pictures is using the cross-over step when he should use the boxer's sliding step. And, secondly, the dribbler is committing a foul, especially noticeable in the last picture, by holding his elbow out as he does. The dribbler's foul is very evident. The dribbler should hold his free arm close to his body, and his only purpose in putting it out is obviously to block off an opponent.

HERBERT DETLOFF,
Coach, High School,
Carrizo, New Mexico



His footwork praised, his armwork questioned

The question of the rights of the dribbler has always been a moot one. When personal contact results between a dribbler and his guard, there are referees who invariably call the foul on the dribbler, without regard to what the guard is doing. And there are other referees whose tendency it is to favor the dribbler at the expense of the guard. "As a general rule, the responsibility for the foul will rest upon the dribbler if the guard approaches him from the front, while the reverse will be true if the guard approaches him from behind; while if the approach is from the side, either player may be responsible" (Rule 15, Sec. 9). But Coach Detloff implies that the dribbler is guilty the instant he raises his free arm, whether or not personal contact occurs, and without regard to the position of the guard in relation to the dribbler. In these pictures, five of which preceded the ones reproduced here, the guard started out in front of the dribbler, then he was at his side, and, in the final two pictures (here shown), he is in a somewhat side-rear position. For our part, we would not call a foul on either player, inasmuch as the movement is clean of personal contact.

Concerning Coach Detloff's point on the use of the boxer's sliding step in preference to the cross-over shown in the pictures, we present the opinions of several authorities to whom we put Mr. Detloff's protest.—EDITOR

From Nat Holman, coach of basketball, College of the City of New York, author of *Winning Basketball*:

"I am delighted indeed to give you my reaction to the criticism which came through from the New Mexico high school coach with regard to the dribbler 'dragging' cross-court through the scoring area. I am not at all in accord with his idea that the player dribbling through should use the glide or boxer's step. It seems to me that it would be utterly impossible to evade an opponent by using such tactics. We teach our boys a change of pace during the act of dribbling but in practically all instances the player is using a regular running stride. By doing so, he increases his deception and his body is always properly balanced. The defensive man, on the other hand, may up to a cer-

the offensive player is in full stride the defensive man is compelled to resort to a running stride if he is to stay ahead of his opponent."

From Forrest C. Allen, coach of basketball and director of athletics, University of Kansas, author of *My Basketball Bible*:

"I would agree with the stance or position of the body of the dribbler that you show in your December issue.

"Certainly by using the hips and thighs in the position the dribbler is using them is much more advantageous than squaring off in the boxer's stance glide. I think you can use the boxer's stance much better on defense than the boxer's step and glide on offensive dribbling.

"There is a question in my mind whether this elbow being projected in the position it is would be ruled illegal. You could take the curse off of it by extending the left arm straight to the front. In that way it would look much more like the dribbler expected to use the left hand in dribbling or retrieving a batted ball in the very aggressive and almost offensive way in which the dribbler is using his elbow.

"If the guard would attempt to go low and take an underhand cut at the dribble, this dribbler's elbow would project and strike him in the face. Certainly then the dribbler would be in for a lot of difficulty. I see no more reason why you should permit a dribbler to push his elbow out and against the oncoming man than you would permit the dribbler to use his hand to push the defensive man away.

"I like very much the dribbler's stance or body position that he is assuming in this dribble. He is protecting the ball from the guard and at the same time is able to advance it.

"Perhaps they would call a foul in New Mexico for this, as I imagine they might do in other parts of the country. I would much prefer to discuss the dribbling on its own merits rather than whether the dribbler has made a foul or not.

"I think the execution is very good but I do not agree with that projected elbow. However, I would not call a foul until the dribbler actually made one. Any attitude that a player takes is not a foul in my opinion until he actually makes one."

From H. C. Carlson, coach of basketball and director of student health, University of Pittsburgh, and author of *You and Basketball*:

"First let me comment on the fine quality of Chadd's article. It brings to mind that fine Butler University triumvirate of Hinkle, Chadd, and White.

"As long as there is no contact, there should be no foul. In case the projecting elbow would contact an opponent, it would more likely be a foul on the dribbler.

"The comparative merits of the cross-over and the glide, in this case, seems to favor the former for me. There is the protection of the body, if not the elbow, and the ball is at a distant point from the defensive man. There may be lessened balance and a chance of self-tripping, but those factors are less than the protection. The glide might be favored when more distance separates the players. A rule for safety and efficiency may be expressed here in the vernacular, 'Protect the ball in contacts'."

[Continued on page 33]

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COACH

SCHOOL OR COLLEGE

CITY OR STATE

WRESTLING—THE WEST'S ADVANCED STYLE

By Alfred Chakin
and Hyman Krakower

Competence in the use of the legs, plus
speed, characterize Western superiority

This is the second of two articles on wrestling as it is done east and west of the Alleghenies. The authors, instructors in the Department of Hygiene, College of the City of New York, gave their estimate of the two styles of wrestling in last month's article, "Wrestling—East vs. West," and presented photographs of common Eastern methods. In this issue details of characteristic Western methods are taken up. The photographs are from a moving picture film by Owen Reed.

WE made the point last month that Western college wrestling was superior to that found in the East because of the attention given the sport by Western high schools, compared to the indifference of Eastern high schools.¹ In certain mid-Western states, which we named, the sport is given enthusiastic support on an interscholastic basis, and in five of those states official state championships are promoted by the state high school athletic associations. Now a sixth is considering a state championship this year for the first time—Wisconsin.

Last month we described what we regarded as the typical Eastern college wrestler—one who more than likely had no high school coaching, and who probably had never engaged in formal competition on the mat.

Now let us look at the typical wrestler entering a Western college from a high school where instruction and competition in wrestling was provided.

¹B. E. Wiggins, *A Survey of the Extent of High School Wrestling in the United States*, *The Research Quarterly of the American Physical Education Association*, Vol. V, No. 3, (Oct. 1934), pp. 123-126.

We see this boy: his muscles are nicely formed; the development of his arms, shoulders and legs speak well for his strength; he conducts himself on the mat as one confident of his prowess, who "knows his way about," and is not likely to be surprised at anything that might happen; when he is on top of his opponent he shows a familiarity with all the body holds, and works competently with half nelsons, wrist locks, crotch holds, and hammerlocks; on the defensive, he will try the sit-up and the arm roll, and exhibits a crafty cunning in making openings which he can speedily convert to his own advantage; he knows and suits to the situation the proper breaks for any of the body and arm holds his opponent secures on him.

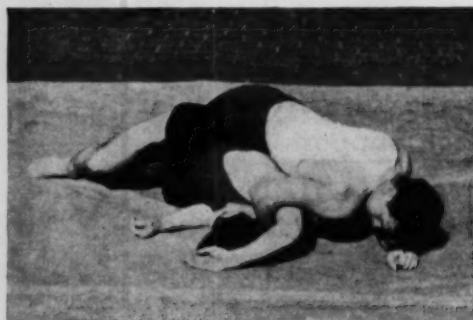
Examine the action of this athlete as he comes forward on the mat to compete with a rival. His advance is not so cautious as the Eastern man's. He is not so thoroughly covered nor is he so careful about guarding his legs. He starts in immediately working for a fall and thus provokes a bout which is much more open, much more full of action and much more spectacular than a match between two Eastern matmen.

Speed, speed, speed! That's the root, pitch and sap of this Western lad's wrestling. No stalling, no sparring, no stalking. He tries for one position after another, for the wrestling postures change as fast as the tempo, with the advantage first going his way and then shifting to his opponent. This is wrestling, indeed!

But let us leave the grappler as he works out in a real match and watch him instead practicing in the gym. We'll never be able to study his movements, his grips, his leg science in the fast-changing pictures of the championship bout. On the practice mat, however, we can become familiar with the kind of holds he uses and the nature of his tactics.

From a standing position, the Western grappler will use the arm drag (Illus. W4), the standing switch (Illus. W5), the elbow push up and waist pull (Illus. W6), and the arm drag followed up with the intentional fall to the mat behind the opponent (Illus. W7). In all these holds the object of the wrestler is to gain a position behind his opponent from which point he can use his legs to better advantage. The ability to execute these holds requires exceptional agility and speed. These holds, in fact, are executed in such rapid succession that only the experienced eye can follow them. At the last National Collegiates, for example, Flood of Oklahoma started with an arm drag. In one incredibly swift movement, he swung from the referee's standing position in front of his man around to a back position with a figure four scissors clamped about his waist and a further arm hold, all flashed in the twinkling of an eye. That was leg wrestling.

Once a man gets on top of his opponent, he depends largely upon his legs to keep him there. The holds he utilizes now to retain his advantage are: leg vine and over-arm hold (Illus.



Illus. W1: Western Style, Fall Position
Half Nelson with Aid of Body Scissors

This is the most common fall hold used by Western wrestlers. Once the body scissors is secured, A (the aggressor) forces one of O's (opponent's) arms up above his head, and then works in a half nelson, pressing O's shoulder to the mat. A must be careful to keep his stomach facing the mat, and avoid going over on his side.



Illus. W2: Western Style, Fall Position
Head Scissors with Arm Stretch

Here's a hold which demonstrates as clearly as anything how the legs can be used like arms in applying the grip. Having a bar arm on his opponent, A grips O's head between his legs in a scissors. A then forces O over on his side, using O's arm as a bar lever. The picture shows the final phase of the hold. Again, A must be careful to avoid turning over on his side.



Illus. W3: Western Style, Fall Position
Leg Split from Leg Vine

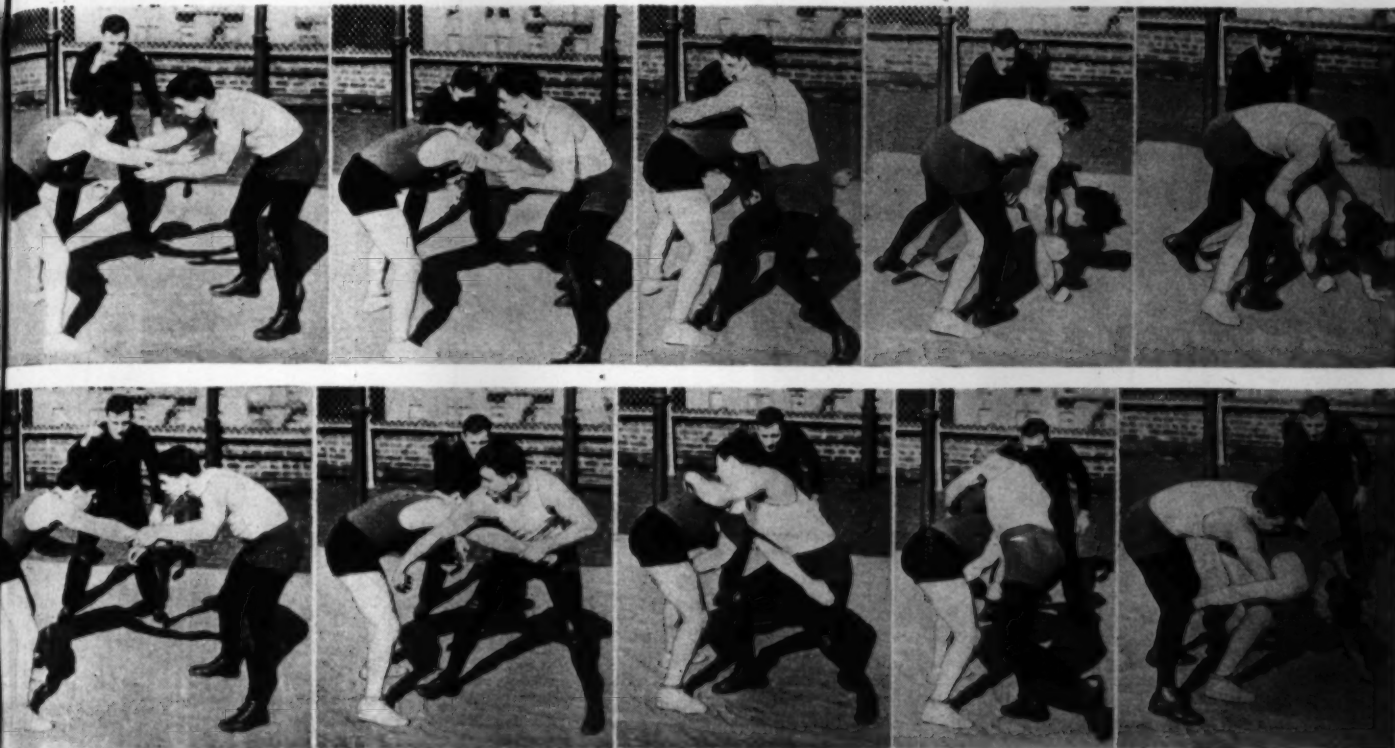
The leg split may materialize at any time when A has a leg vine on O. The leg vine is a common weapon in the Western style, for it enables the wrestler to move freely from one hold to another without losing top advantage. In the leg split, A wraps his left arm around O's right leg above the knee, and tightens his grip with the other arm. He then either rolls forward, or pulls back.

Illus. W4: Western Style, Standing Arm Drag

A skillful movement, requiring perfect timing and coordination, the arm drag is a typi-

cal Western tactic, the purpose of which is to enable A to get behind O. A seizes O's wrist with the left hand, placing his other hand under the same arm, well up toward the shoulder. Keeping his front position, A jerks

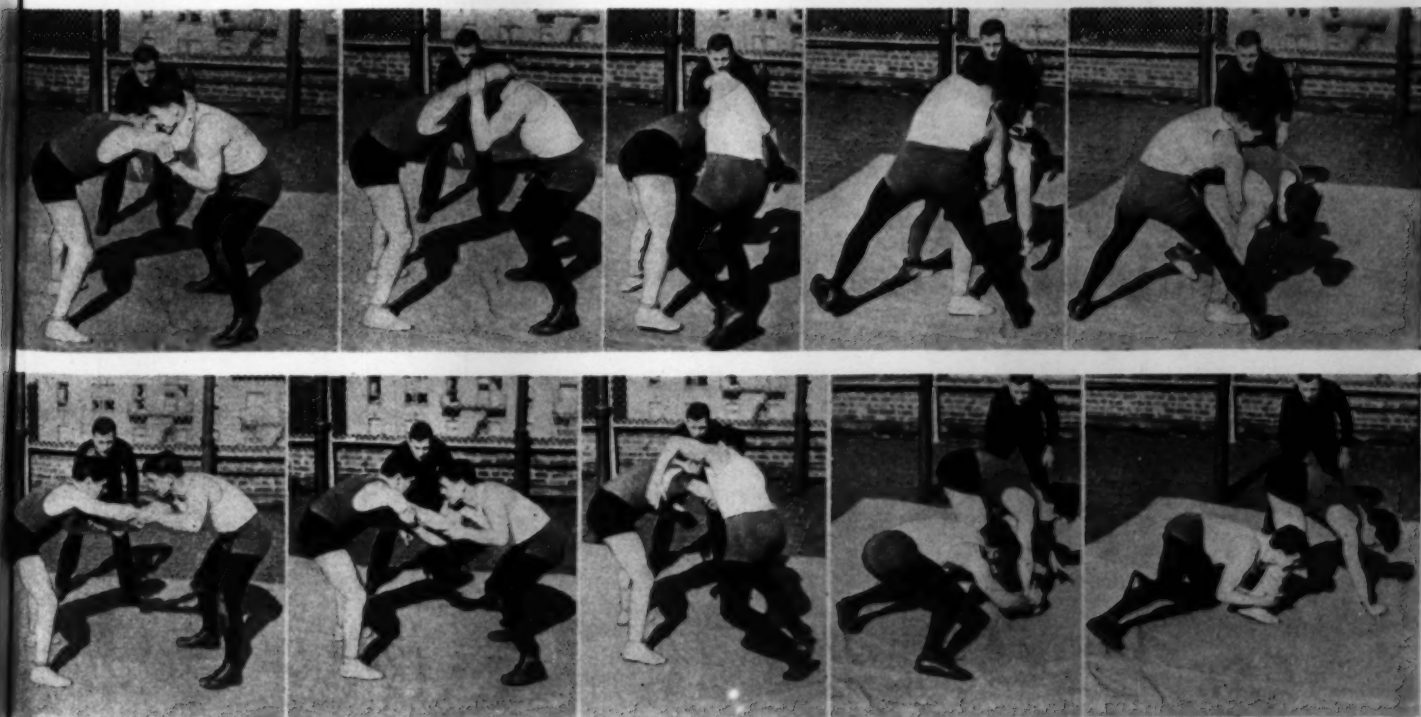
O forward and, with O's guard having thus been removed, A slips around behind O, changes his grip on the arm to a waist lock, and is then in a position of advantage, right leg entwined around O's.

**Above—Illus. W5: Western Style, Standing Switch**

A bold movement which few Eastern wrestlers attempt. A's left hand grips O's right wrist. Then A swings his right hand over O's shoulder into his crotch. A should maintain his facing position as much as possible. Having placed his hand in O's crotch, A shifts his weight over to O's shoulder, which renders O powerless to use his right arm. Then A releases his grip on the wrist, and slides behind O.

Below—Illus. W6: Western Style, Standing Elbow Push Up and Waist Pull

A pushes O's elbow straight up until it is out of the way. A side-steps, dropping his right arm to a position around O's waist. This prevents O from moving away, and enables A to pull his adversary in towards him. As A pulls O in, A's left arm slips down into a two-arm waist lock, and his legs move directly behind O, well out of the way of O's hand.

**Above—Illus. W7: W. Style, Standing Arm Drag and Intentional Fall to the Mat**

This bold, spectacular maneuver illustrates every feature of the Western lightning, leg-dominating style. As in the arm drag (Illus.

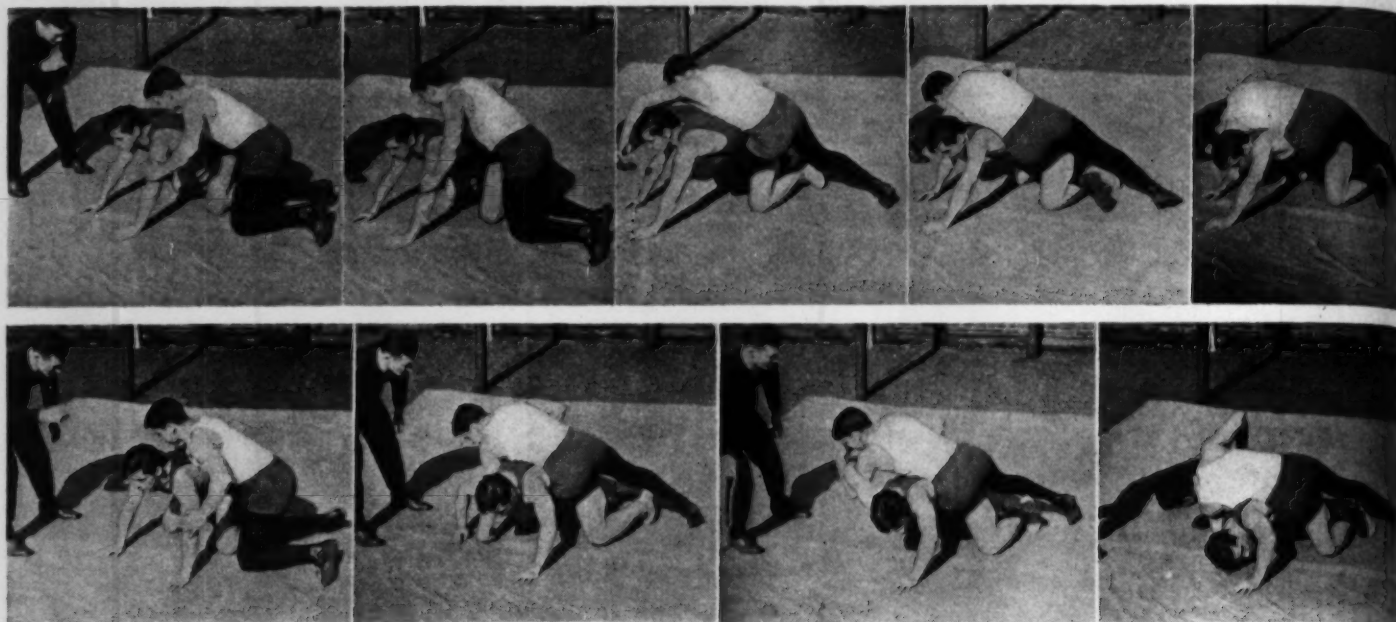
W4), A seizes O's wrist with his left hand, placing his other hand just above the elbow. Then A pulls O forward with a short quick jerk. At the same time, A throws his legs straight ahead, landing on his knees in back of O's legs. Just as he is about

to land, he releases O's arm and changes to a leg hold with both hands gripping the lower part of O's legs. Successful application of this hold was the biggest factor in winning for Silverman of Illinois the 175-lb. title in the 1935 Intercollegiates.

**Illus. W8: Western Style, On the Mat
Leg Vine and Over-arm Hold**

Now we will see the Western wrestler using his legs in a most varied assortment of grips. To secure the leg vine and over-arm hold, A first raises his body off his knees, and then places his weight full upon O's back. Slipping his left leg into O's crotch, A wraps it secure-

ly about O's left leg. (He can also bring his free leg into play by locking O's left leg in a scissors). Simultaneously, he swings his body over to the right side, and gets an over-arm hold on A's right arm.

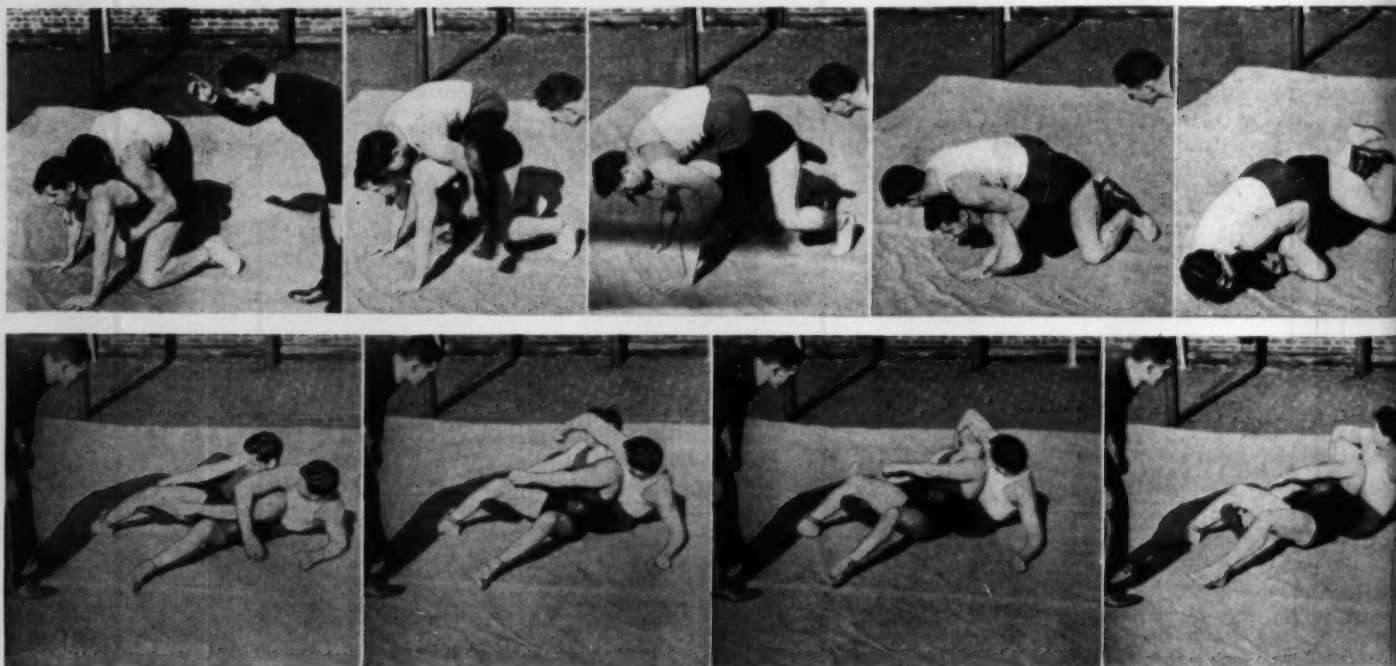


**Above—Illus. W9: Western Style, On the Mat
Leg Vine and Under-arm Hold**

This hold differs only slightly in execution from the leg vine and over-arm hold. However, this can be developed into a fall, whereas the over-arm cannot. A raises himself up on O's back, steps in for a leg vine on the left side, and swings his body completely over to the right so that both arms are hanging over on the right side. He then hooks his left arm under O's right arm, and draws it back, using his free right hand as an aid. At this point, A should straighten his body, keeping his leg vine and arm lock. This flattens O on the mat, rendering him helpless and open for a fall.

**Below—Illus. W10: Western Style, On the Mat
Body Scissors and Double Wrist Lock**

The Western wrestler uses the body scissors at every opportunity, choosing it in preference to another hold when tactics offer a choice. Leg-strength explains his penchant for this hold, which demands the application of hard pressure by the legs. With the pressure on, the under man has great difficulty countering, for he is in a vice which is about as effective as any other instrument in wrestling for gaining time advantage. A, finding an opening, slips both legs around O's waist, locking them inside O's crotch. He grips O's wrists, either from underneath or over the arms, straightens his body and forces O to the mat.



**Above—Illus. W11: Western Style,
On the Mat
Figure 4 Cross and Head Hold**

The figure 4 scissors is leg wrestling at its best, and only the man confident of his weapons can hope to use it successfully against worthy opposition. A wraps one leg completely around O's waist, and locks the foot under O's knee, in a scissors. A's other leg is slipped

under for a stronger lock. To prevent O's use of his hands in an effort to break the lock, A brings his arm up across O's head and forces it back. This will straighten out O's body, and secure the lock from interference by his hands.

W8), leg vine and under-arm hold (Illus. W9), body scissors and double wrist lock (Illus. W10), and figure 4 scissors and cross-head hold (Illus. W11).

Just as he depended on his legs to get behind his opponent and to bring him to the mat, so the Western wrestler continues that dependence in working for a fall. He tries to retain his leg hold on his adversary because of the advantage it gives him in keeping his rival under control. This is the essence of his wrestling tactics. Successfully maintaining his leg hold, he now follows an offensive aimed at a fall. With his opponent kept under control by his legs he uses his arms in some combination hold to bring his adversary's shoulders to the mat. These holds in working for a fall are the half nelson aided by a body scissors (Illus. W1, on page 18), the head scissors and arm stretch (Illus. W2), and the leg split from the leg vine (Illus. W3).

Basketball's Record Crowd Sees College Games in Garden

Basketball's record crowd and gate receipts, 17,462 persons most of whom paid admissions, ranging from 40 cents (for students) to \$2.20, for a total gate of about \$25,000, marked the opening of the Madison Square Garden college basketball season on Dec. 18. This attendance exceeds by more than 1,000 persons last year's record. The opening program this year featured the University of California against New York University (score, N.Y.U. 41, Calif. 26); and Westminster College of New Wilmington, Pa., against St. John's College of Brooklyn (score, St. John's 35, Westminster, 26). University and college teams from all sections of the country will appear at Madison Square Garden throughout the season. All games are played at night, but on the afternoons of the Saturday dates Basketball Director Ned Irish of Madison Square Garden has scheduled high school and prep school games. Six teams meet in three games, starting at 1:30 in the afternoon. All high school teams are from the metropolitan New York area.

The following is the schedule of college games at the Garden this season:

Dec. 18, N. Y. U. vs. California, Westminster vs. St. John's; Dec. 28, Purdue vs. N. Y. U., Geneva vs. City College.

Jan. 4, City College vs. St. John's, N. Y. U. vs. Fordham; Jan. 8, Kentucky vs. N. Y. U.; Duquesne vs. L. I. U.; Jan. 15, North Carolina vs. N. Y. U., Manhattan vs. St. John's; Jan. 25, Temple vs. Manhattan, L. I. U. vs. St. John's.

Feb. 5, N. Y. U. vs. St. John's, City College vs. Manhattan; Feb. 14, Notre Dame vs. N. Y. U., City College vs. Fordham; Feb. 19, Rice Institute vs. L. I. U., Manhattan vs. N. Y. U.

March 4, N. Y. U. vs. City College, Manhattan vs. Fordham.

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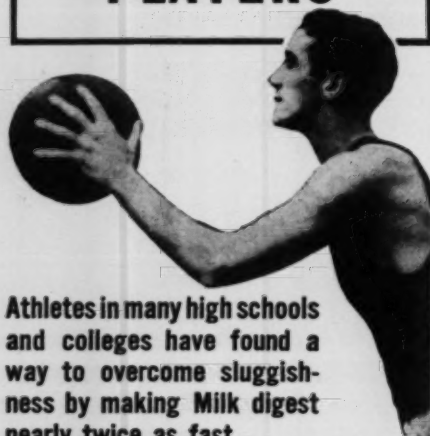
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New Books on the Sportshelf

Basketball rules problems

BASKETBALL PLAY SITUATIONS. A Textbook for the Study of Rules and Game Procedure. Edited by H. L. Ray and H. V. Porter. Pp. 64. Chicago: National Federation of State High School Athletic Association. \$1. (Schools that are members of state athletic associations in the National Federation may purchase the book through their state associations at a reduced price.)

A RULES book is never enough, because so many of the rules are open to various shades of interpretation, and no rules book has ever been written which covers every contingency. Hence, coaches and officials welcome a book that begins where the law leaves off. *Basketball Play Situations*, one of the several annuals of the progressive National Federation, raises 341 problems, and solves them. Even the most veteran of referees is likely to find in this book a problem he has never had to solve, or one that he had never given a thought to.

As a result of the rules changes in effect this year, the current volume presents 58 problems that were not offered a year ago. And a supplement sheet contains 20 more.

The new rule prohibiting a player of the team in possession of the ball, whether or not that player himself has possession, from occupying a position in his own free-throw lane longer than three seconds at a time, comes in for 10 problems and solutions. Samples:

278 Note—In connection with the three-second lane rule it should be emphasized that the rule is primarily for the purpose of preventing the jockeying for position in the free throw lane. Ordinarily if a player in the lane is participating in the execution of an offensive play ending with a try for goal and is on his way out of the lane when the three seconds from the time he entered the lane have elapsed, the offensive play should not be hindered by calling a violation.

279 Play—While Team A is in possession A2 maintains a position in his free throw lane for more than three seconds.

Ruling—Violation. Ball is awarded to opponent out-of-bounds at the end at the spot nearest the position of A2 at the time the violation was called. (14-12.)

280 Play—While Team A is in possession A2 maintains a position in his lane for two seconds. He then receives the ball and bounce passes to a teammate who dribbles in for a try. The ball left the hands of A2 within three seconds from the time he took his position in the lane but he continued in the lane during two more seconds while his teammate was dribbling in for a try.

Ruling—Violation. (14-12.)

281 Play—While the ball is in possession of Team A, A2 takes a position with one foot touching the free throw circle. Before three seconds have elapsed he receives the ball and starts a dribble in the lane which ends in a try for a field goal.

Ruling—Not a violation. (14-12.)

282 Play—While Team A is in possession A2 maintains a position in the free throw lane and receives the ball. Before three seconds have elapsed after he entered the lane he passes the ball toward the center of the court to a teammate but

continues in the lane after the three seconds.

Ruling—Violation. (14-12.)

In regard to the omission from the rules book of a penalty for trespassing in the area created by the completion of the free-throw arc by a broken line, territory which the other eight players on the court are forbidden to enter when it is a jump ball at that freethrow line, the book proper has nothing to say, but the supplementary sheet makes this brief reference:

16. Play: In case there is a violation of the three-second rule or of the restraining-line rule for jump ball at the free throw line, is the ball awarded to the opponent at the end or at the side?

Ruling: On legal sized courts it would always be at the end. If the court is not fifty feet wide it might be awarded out-of-bounds at the side. Some states have adopted the interpretation that for courts that are not legal in size, it shall always be awarded out-of-bounds at the end in order that officials will not be bothered by determining whether the violation is nearer the side line or the end line.

Under Rule 7 (Playing Terms), in Play Situations 83 and 87, a wrong ruling has been given. It is stated that when a player of Team A is attempting a freethrow following which the ball would be in play if missed, the ball lodges in the basket support, the ball is awarded to Team B out of bounds. The correct ruling calls for a jump ball at center.

In addition to problems and answers the volume contains an article "Best Practices in Officiating," and another "Recommendations to Players, Scorers and Timers."

J.L.

Ice hockey rules

OFFICIAL ICE HOCKEY GUIDE, 1935-36. Edited by Louis F. Keller. Pp. 80. New York: American Sports Publishing Co., No. 92R of Spalding's Athletic Library. 25 cents.

SINCE the change a few years ago permitting forward passing in the attacking zone, the changes in rules have been on the whole minor, approaching more and more the professional rules. For the current season the N. C. A. A. rules committee, whose code is contained in this Guide, has made the following changes:

The goalkeeper's crease has been enlarged so that it now extends out two feet on both sides of the goal posts, making it ten feet in width and extending five feet from the goal line toward the center of the rink and one foot behind the goal line. This was enlarged to keep attacking players from crowding too closely to the edge of the goal while waiting for a pass or rebound. This crease should be marked clearly on the ice, preferably in red.

Another important change has been the elimination of the penalty shot. This calls for a spot thirty-eight feet toward the center of the rink from each goal and directly in line with the middle of each goal line. This should be marked preferably in blue and a circle ten feet in diam-

eter marked around each spot. On all penalties calling for this free penalty shot the teams go to the sides of the rink, the puck is placed on the penalty shot mark, and any member of the offended team may have a free shot at the goal. The shooter may be in motion or standing still but he must not touch the puck again after it has crossed the blue circle. Time is out during the penalty shot.

There has been a minor change of the neutral zone face-off. The face-off is now to be faced not nearer than ten feet from the zone line, instead of the last year's distance of five feet.

Another slight change permits no facing of the puck nearer the goal cage than the special spot. There is no facing of the puck on the goal line or behind the goal line.

For the throwing of a stick the rules have added a penalty shot in addition to the usual minor penalty and in addition to the major penalty, if the stick is thrown to prevent a goal.

For the first offense of interference or play on a face-off before the puck touches the ice, there is a second face-off, but for the second offense, at any one face-off, the offending player shall be given a minor penalty.

It has been suggested by the rules that the officials change their style of refereeing so that whichever official stops the play, he will be the one to put the puck in play. Consequently, the referees should change from one side to the other when necessary.

The rule as to the termination of the game has been changed so that the time-keeper's gong or gun shall end the game instead of the referee's whistle as heretofore.

There are other changes, mainly as to clarification, but I believe I have covered the main changes as set forth in this year's Guide.

ALEX SATLES

1936 Swimming Guide ready

INTERCOLLEGIATE AND INTER-SCHOLASTIC SWIMMING GUIDE. Edward T. Kennedy, editor. N.C.A.A., sponsor. Pp. 160. Illustrated—photographs and diagrams. New York: American Sports Publishing Co. 25 cents.

THE 1936 Swimming Guide contains many of the signs of the high school influence in today's swimming. The N.C.A.A. Swimming Rules Committee is one of the few N.C.A.A. committees on which the National Federation of State High School Athletic Associations has actual membership. Through the influence of the Federation, represented by C. E. Forsythe of Michigan, and the Interscholastic Swimming Coaches' Association of America, whose dynamo is our contributor from Battle Creek, Charles McCaffree, Jr., the program for interscholastic meets has been revised, and a separation has been effected between records made by high school swimmers and those made by private prep school swimmers. The new program, and the lineup of new records, has been reported previously by Mr. McCaffree in his column. (Scholastic Coach, Sept. p. 35; Oct., p. 39; Dec. p. 27—1935).



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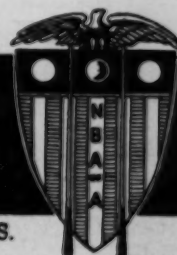
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The educational section of the Guide has some especially good material. Fred A. Cady has an illustrated article on the $\frac{1}{2}$ and $1\frac{1}{2}$ gainers, and the $1\frac{1}{2}$ cutaway. Mr. Cady's illustrations are splendid, and we are reproducing one of them here, reduced by half.



POSITIONS IN THE AIR FOR GAINER
ONE AND A HALF

No. 1, Second Position—First position shown by dotted line. No. 2, Third Position—Somersault completed. No. 3, Fourth Position—Tuck released, legs straightened. No. 4, Fifth position—Opening completed for finish.

Illustrations by Fred A. Cady.

Philip S. Harburger, custodian of swimming records, explains the new set-up of records. The nomenclature has been changed, for both intercollegiate and interscholastic records, to conform to the A.A.U. nomenclature, and another classification has been added to the college group. The interscholastic records are, as before, in two classifications, and known as *20-yard course records*, made in pools under 75 feet but not less than 60 feet in length; and *short course records*, made in pools under 150 feet but not less than 75 feet. The college group now has, in addition to these two, a third classification, *long course records*, made in pools 150 feet long and over.

J.L.

New volleyball rules

VOLLEYBALL—OFFICIAL RULES FOR MEN. Edited by George J. Fisher. Pp. 96. New York: American Sports Publishing Co., No. 120R of Spalding's Athletic Library. 25 cents.

THE volleyball rules for 1935-36 contain an exceptionally large number of revisions, and the addition of several new rules.

It was my privilege recently to discuss these rule revisions with Harry A. Batchelor, coach of former national champions, and an official in state and national tournaments. In his opinion the revisions are, with few exceptions, desirable. While the changes have benefited tournament play, several of them may possibly have placed a handicap on high school play. We shall consider these revisions individually.

Rule IV, Section 6—*Players shall be numbered with numerals not less than six inches in size, placed conspicuously on the front and back of each player.* This is a fine addition to the rules, although it may interfere with the use of lettering on the jerseys.

Rules IV, Section 9—*No player may leave the court in making a play unless the ball is on his side of the net.* The penalty being side out, or point. This is an important ruling. It clarifies a previous doubtful point.

Rule IV, Section 10—*Each court shall be marked with two crosses to indicate its division into six equal areas. Crosses shall be made of white lines, one inch wide and*

41 Colleges Are Represented on our 1935 Register

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six inches long, parallel with the side and end lines. These six definitely marked areas will assist both the referee and players. It is an important change.

Rule VI, Section 2—*The referee shall have the power to overrule the decisions of the other officials when in his opinion they have made an error.* This revision requires no comment.

Rule VI, Section 4—In addition to the duties of the umpire, it is added, *He shall call contact at the net, call double contact in handling the ball, call attention of the referee to violations involving unsportsmanlike conduct.* Such additional responsibilities are very good and give the umpire more prestige in the conduct of the game.

Rule VII, Section 4—The service rule has been clarified by this change: *Both feet shall be wholly behind the right one-third of the back line of the court before and until after the ball is struck.* NOTE—Reference to the feet being back of the line applies also to the position of the feet while in the air.

Rule VIII, Section 7—*A ball striking the outside of the vertical sideline marker on the net shall be considered a "point" or "side out."*

Rule VIII, Section 13—*In matches where odd games are played, in the final and deciding game, the team with the lesser score may request change of court as soon as the opposing team has scored eight points, but the service continues with the player who has just scored the eighth point.* This ruling will not interfere with either team's chances for a victory where playing conditions are ideal. But often, volleyball is played on courts where one court has a distinct advantage over the other. Under such conditions the change may not be for the best.

Rule VIII, Section 14—*There shall be no deliberate massed screening of the server.* This new rule will give the receiving team a fair chance to see the server, as he is in the act of serving the ball.

Rule IX, Section 2—*A ball may touch any number of parts from the hips up, and if all are simultaneous and the ball is not held but is batted or deflected quickly, it is legal.* This new ruling permits the ball to contact the player at several points at one and the same time, but not in sequence.

Rule X, Section 6—This now reads: *Contact with the net with any part of the body at any time except when the ball is dead,* and means that regardless of whether the player touches the net or the net touches the player, it is "side-out" or "point." For instance, when the ball is driven into the net in such a manner that the net is pushed to touch a player on the opposing side, it counts against the opposing side, even though the act was not of their making.

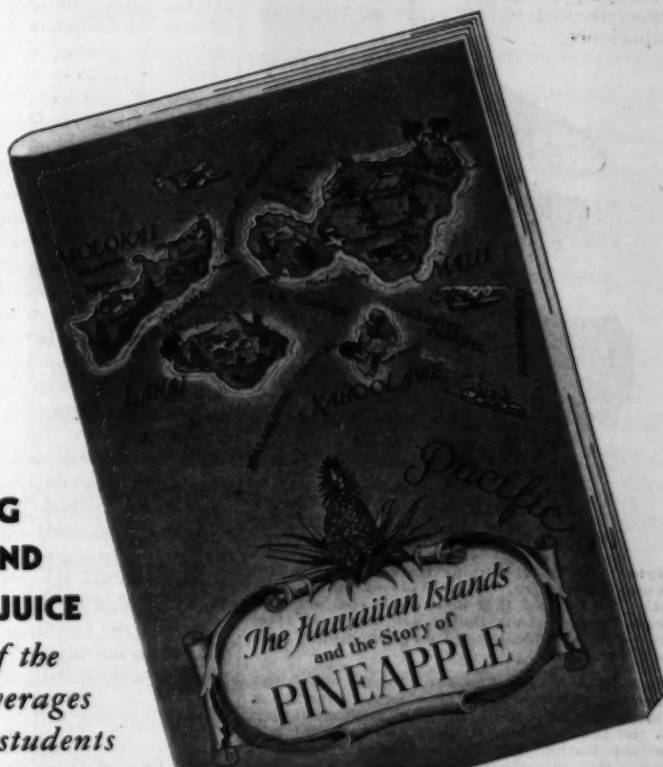
Rule X, Section 21—*Deliberate stamping of the feet or jumping on the floor or vigorous waving of the arms immediately in front of an opponent about to play the ball, shall be ruled as unsportsmanlike conduct.* This is a new rule. It is aimed at players who deliberately resort to such tactics to confuse their opponents.

FRED A. BODE,
Langley H. S.,
Pittsburgh, Pa.



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New Ace Manual

ACE MANUAL FOR PREVENTION AND TREATMENT OF ATHLETIC INJURIES. *Rutherford, N. J.: Becton, Dickinson & Co. Pp. 36. Illustrated—photographs. Free.*

ATTRACTIVELY designed and printed, this is the most ambitious Ace Manual of the series which Becton, Dickinson & Co. have given to coaches over many years. Besides the clearly illustrated instruction on the application of Ace bandages in the prevention and treatment of certain types of injuries, there are short articles on coaching and training methods by a number of well-known football coaches, among them Wallace Wade of Duke, Tiny Thornhill of Stanford, Fritz Crisler of Princeton and Harry Kipke of Michigan. Spike Webb, the U. S. Naval Academy and Olympic boxing coach, gives a set of exercises for strengthening the hands of boxers. Dr. R. N. Blackwell of Dallas, former team physician and trainer for Texas A. & M. and Southern Methodist, writes briefly on medical supervision of athletics. Floyd R. Eastwood, the football-injury statistician, has prepared an interesting table, published for the first time in the Manual, showing the type of play and the nature of the injury in which 1477 injuries occurred in 158 college and high school games from 1931 through 1934. The greatest number of injuries occurred in three basic plays—off tackle, line plunge, and end sweep. These greatly outnumber injuries on kicks and forward passes, but this is understandable because of the frequency with which these plays are called. However, the study shows that the injuries on kick-formation plays are more severe than those on the running plays. This is also the case in the injuries on forward-pass and the try-for-point plays. The kick-off, while not high in number of accidents, carries a high ratio of bone injuries and strains.

Mr. Jahncke's Letter

[Continued from page 6]

man sports authorities have violated and are continuing to violate every requirement of fair play in the conduct of sports in Germany and in the selection of the German team, and are exploiting the games for the political and financial profit of the Nazi régime. Neither Americans nor the representatives of other countries can take part in the games in Nazi Germany without at least acquiescing in the contempt of the Nazis for fair play and their sordid exploitation of the games.

Severe Blow to Olympics

I am convinced, moreover, that to hold the games in Nazi Germany will be to deal a severe blow to the Olympic idea. And, tragically enough, it will have been damaged by the International Olympic Committee, which is its custodian and to which it was given in sacred trust more than a generation ago by those fine sportsmen who revived the Olympics. If our committee permits the games to be held in Nazi Germany, the Olympic idea will cease to be the conception of physical strength and fair play in unison, and there will be nothing left to distinguish it from the Nazi ideal of physical power. It will take many years to re-establish the prestige of the games and the confidence of the peoples of the world. Sport will lose its beauty and its nobility and become, as it has already become in Nazi Germany, an ugly, ignoble affair.

Our committee was true to its trust in June, 1933, when it demanded and received from the Nazi sports authorities, as the condition of permitting Germany to retain the games, guarantees that the Nazis would observe the Olympic Code and would not discriminate against German athletes on religious grounds. In spite of all your alleged proofs, the nature of which you do not disclose, the plain and undeniable fact is that the Nazis have consistently and persistently vio-

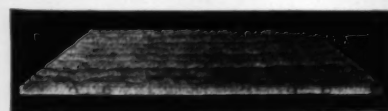
lated their pledges. Of this they have been convicted out of their own mouths and by the testimony of impartial and experienced American and English newspaper correspondents. If our committee were still true to its trust it would long since have taken the games away from Germany and have arranged for them to be held in some country in which the spirit of fair play and chivalry is alive.

You remind me of my duty as a member of the International Olympic Committee. Therefore I feel sure that you will not consider me presumptuous in reminding you of your duty as president of the International Olympic Committee. It is plainly your duty to hold the Nazi sports authorities accountable for the violation of their pledges. I simply cannot understand why, instead of doing that, you are engaged in formulating and in spreading "arguments" to show why those of us who still believe in the Olympic idea should take part in the games in Nazi Germany.

My good friend Dr. Lewald and the Nazi sports authorities and General Sherrill and the American Olympic Committee have already made us familiar with these arguments, which are either, in my opinion, irrelevant or without adequate foundation in fact.

I do not doubt that you have received all sorts of assurances from the Nazi sports authorities. Ever since they gave us their pledges in June, 1933, they have been lavish with their promises. The difficulty is that they have been stingy with their performance of them.

However much you would like us to believe that the Germans have kept their pledges, the fact is that the Nazi sports authorities have dis-



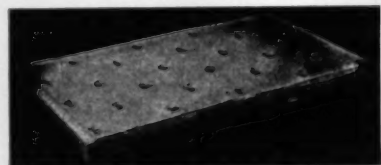
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solved Catholic sports clubs and have denied Germany's Jewish athletic adequate opportunity to condition themselves for competition in the Olympic elimination contests, and this, of course, is equivalent to excluding them as a group from the German team.

However much you would like us to believe the contrary, the fact is that Jewish athletes, as a group, have been denied adequate opportunity for training and competition. Indeed, the Nazi sports authorities have themselves admitted that to be so. And The Associated Press, an impartial news service, has reported: "In only a few German cities may Jews use public athletic fields. To build and maintain their own grounds is almost impossible because of the cost. Consequently, many Jewish sportsmen have been forced to play in country fields and pastures where no facilities are available for many contests such as track events. Swimming also is impossible because nearly every municipality has adopted regulations banning the use of pools and beaches by Jews."

Does it surprise you that under these conditions few non-Aryan athletes have been able to attain Olympic form? Or that under these conditions the Reichssportführer is willing to assure you that such athletes who hold "sufficient records" will be admitted to the elimination contests?

No one pretends that the games should be taken away from Germany merely because Jews are not admitted to the Nazi sports clubs. The point, my dear Count, is that by excluding them from those clubs the Nazis have, at the same time, excluded them from the use of training facilities and opportunity for competition.

Disputes Negro Analogy

You quote an argument used by propagandists for holding the games in Nazi Germany—the fact that Negroes are excluded from many private clubs in America, as if what some Americans do in their own private social relations, however unfortunate it may be, were at all comparable to the treatment of the German Jews by the Nazi Government and party. It may interest you to know that American Negroes themselves see how false this analogy is. Only recently the National American Association for the Advancement of the Colored People adopted a resolution calling upon American Negro athletes not to take part in the games in Nazi Germany.

You suggest that the German sports authorities have done all that they could under the circumstances to keep their pledges. Of course, the circumstances are that they are mere puppets without any power whatever and can do only what they are directed to do by the Nazi government and party. I am more than willing to credit my good friend, Dr. Lewald, with the best intentions, but that does not seem to me to be a very good reason for holding the games in Germany.

The argument that the opposition to holding the games in Germany is politically inspired is a favorite argument of propagandists for American participation. Sports, they say, as you say, are not to be mixed with politics, and sportsmen are not concerned with Nazi persecution of Jews and Catholics even when it occurs in sport itself.

Was our committee actuated by political motives in 1933 when it demanded the German pledges or was it on the contrary actuated by the desire to safeguard the Olympic idea? Were we mixing sports with politics in 1933 when we demanded that Germany should treat her non-Aryan athletes fairly or were we on the contrary trying to keep Nazi politics out of the Olympics, which was our sacred duty?

Let me, in conclusion, my dear Count, make an earnest appeal to you. It is still not too late to save the Olympic idea and to maintain the Olympics as "a school of moral nobility and purity," as de Coubertin intended them to be. There is still time to arrange for holding the games elsewhere than in Germany. Let me urge upon you that you place your great talents and influence in the service of the spirit of fair play and of chivalry instead of the service of brutality, force and power. Let me beseech you to seize your opportunity to take your rightful place in the history of the Olympics alongside of de Coubertin instead of Hitler. De Coubertin rescued the Olympic idea from the remote past. You have the opportunity to rescue it from the immediate present and safeguard it for posterity.

Very sincerely yours,
ERNEST LEE JAHNCKE.

Count Henri Baillet-Latour,
Comité International Olympique,
Lausanne, Switzerland.

Dr. Doggett Resigns

Springfield College, Springfield, Mass., pioneer in the field of physical education, has lost the active service of President Laurence L. Doggett who for forty years has headed this famous institution. When he became president of the college in 1896 it had forty-eight students and nine faculty members. The 1935 enrollment is 550, with a faculty of forty-eight.

Right

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Coaches' Associations

[Continued from page 13]

Texas

18-year rule is issue

The 18-year rule of the Texas Interscholastic League is still the burning issue of the day in Texas high school circles. Besides the countless verbal skirmishes held daily over the state, each camp claims one major victory. The proponents of the rule scored when the State Board of Education drew up a resolution favoring the 18-year limit for athletes; and the opponents scored at the League breakfast in San Antonio when the motion that the ruling be given a referendum of all participating schools was passed. Although those at the breakfast have no real executive power, the executive committee of the League will probably abide by the request and give all schools a chance to vote on the important question.

Bedicheck's views

The editor has asked the conductor of this column to present the views of Roy Bedicheck, of the Bureau of Public Schools Interests, and editor of *The Interscholastic Leaguer*. We have his permission to select the cream of his article, "Why the 18-year Rule in the Interscholastic League," from the November issue of *The Texas Outlook*. After reviewing the history of athletic eligibility rules in Texas high schools, Mr. Bedicheck says:

"Then it occurred to the more thoughtful, that nine-tenths of all this legislation was made necessary on account of the drive to secure pupils who were above high school age. In a sport in which brawn and physical maturity count for so much, the competition for the services of men 18 to 20 years has reached alarming proportions. Thirty, 40 and even 50 per cent of some school squads are composed of individuals 18 or over. Such squads, of course, have an insuperable advantage over a squad made up of boys. Mature football players are gotten by retarding the normal progress of the pupil through school. This can be done no longer by the simple method of failing in a few subjects. The eight-semester rule takes care of this. Hence, to circumvent the eight-semester rule, youngsters are persuaded to drop out of school for a couple or three years, and return to high school, no longer boys but men. An intelligent parent afflicted with 'footballitis' told me the other day he was holding his boy out of school until he was eight years old so that he would have some chance to 'make the team' during his high school years . . .

"Is it not obvious that a school activity which thus works at cross purpose with the school program as laid down by the State Department of Education cannot long endure? . . .

"If all schools used the retardation device to secure a man-sized football team, if all schools were dragging in men 19 and 20 years of age with no previous high school attendance and no high school credits and were putting them forward as representative pupils, it would at least be as fair for one as another. Our sense of sportsmanship would not be offended. But such is not the case. Apparently only

about 10 per cent of the schools yield to public pressure in this matter. About 90 per cent adhere to sound education practice and neither recruit men for their team nor retard pupils so that they may get their physical growth while still eligible for participation. So some schools have teams of men 18, 19 and 20 years of age competing against other teams of boys 15, 16 and 17. By no measure or standard is this fair.

"I am familiar with the 'discrimination' argument. We are told the rule will discriminate against 18 to 20 year old pupils. But how about the 'discrimination' of the present 20-year age rule? It discriminates against the normal high school pupil by placing him in competition against pupils two, three, four or five years his senior. If we are to have interschool competition at all, a few are chosen to be put forth in a representative capacity. From which group shall we select these 'representative' students, from those of normal high school age or from those who for one reason or another are lingering in school after passing the average age of graduation?"

STANDARD LAMBERT,
Austin, H.S.

Connecticut

Neverman's recommendations

COACHES and school and athletic officials of Connecticut had an unusual opportunity to gain first-hand reports and opinions on football injuries and their prevention at a panel discussion sponsored by the New Haven County Physical Education Assn. at Sheridan Junior High School, New Haven, Dec. 10. Outstanding authorities in this field were guest speakers, among them P. F. Neverman of the Wisconsin Interscholastic A. A. and the National Federation of State High School A. A., whose pioneer program of injuries control and insurance has attracted nation-wide attention; Floyd Eastwood, famed compiler of football-injuries statistics in all categories; and John DaGrosa, coach, author and publicist of football's gambling and drinking evils.

Mr. Neverman made a number of recommendations for high school football, as follows:

Return the goal posts to the goal line and increase the value of the field goal to four points.

Increase the rest period between quarters to three minutes and between halves to at least fifteen minutes.

Require complete physical certification.

Prohibit interscholastic competition before three full weeks of practice, allow no scrimmaging during the first ten days of training and order emphasis by coaches upon fundamentals, especially tackling and blocking.

Prompt penalties for roughing the kicker or passer and interference with the receiver.

Mr. Neverman quoted statistics to show that the pass from anywhere back of the line has reduced pass injuries. The use of lime in field marking has caused some bad burns to players in Western football, he said.

"Football of the future must be played for the boy," Mr. Neverman told the gathering. "The forward pass is the most dangerous fea-

ture of the game and rigid regulations should govern it. The claim, however, that football injuries center around school, instead of college, players is untrue."

Mr. Neverman presented tables covering six years, 6,000 games and 24,000 practice sessions. He declared that four times as many college players as school players were hurt in football accidents this fall, although twelve times as many schoolboys as college students played the game.

Other speakers were William J. Bingham, graduate manager of athletics at Harvard, and New England representative on the N. C. A. A. Football Rules Committee; Professor Clifford Brownell of Columbia; E. Ward Ireland, superintendent of schools, Stratford, Conn.; C. Shea, New Britain High School; and J. Coogan, New Haven Board of Recreation.

Mr. Bingham stated that the goal posts should not be moved back to the goal line, and declared that the slow whistle had not contributed to football injuries.

Mr. Bingham represented the group (N. C. A. A.) whose football rules are those in general use in Connecticut, though the Connecticut Interscholastic Athletic Conference is a member of the National Federation. There is, however, an active minority in favor of adopting the football rules of the high school Federation.

In summarizing the remarks of the dozen speakers of the evening, Professor Brownell said that the main responsibility lay with the community to provide adequate funds for proper equipment, that the gridiron program should be a definite part of the educational activities, and that the attainment of skill by a boy should not be over-emphasized to the point that he loses enjoyment in the sport. This is in seeming contradiction to the theory that one enjoys most what one does best.

W. K. SCHOFIELD
Crosby H. S.,
Waterbury.

Illinois

What's a few more passes in Ill.?

THE influence of the "Flying Trapeze" play as used by Bob Zuppke, football coach at the University of Illinois, has found its way into every college, high school, and sandlot football team in the state of Illinois. The "Bamboozle" play, as Coach Zuppke likes to call it, is a backward pass from center followed by two or three laterals, a forward, and one or two more laterals. It completely fooled the great Ohio State team of 1934, and in the Southern California game at Los Angeles in 1935 it was difficult for the officials to follow the ball.

This basketball type of football has proven very popular in high school from both the players' and spectators' standpoints. The fans like to see scoring plays.

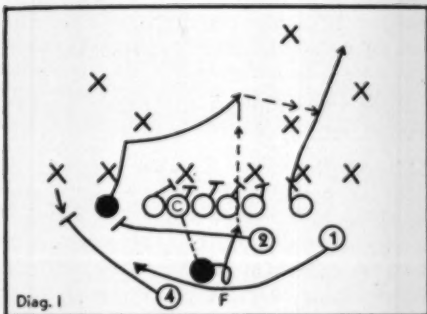
Ten years ago it was considered a "Bonehead Merkle" play to call a pass on your own 20-yard line. Today the pass defense must be just as alert on their opponents' goal line as anywhere else on the field.

Illinois high schools have adopted and are putting into use the quick pass from

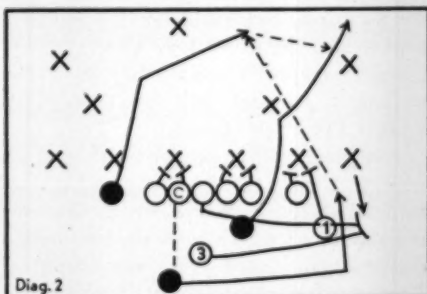
directly behind the line, faking a fullback plunge or a quick opening play.

Here, in Diag. 1, is one of the most common uses of this pass.

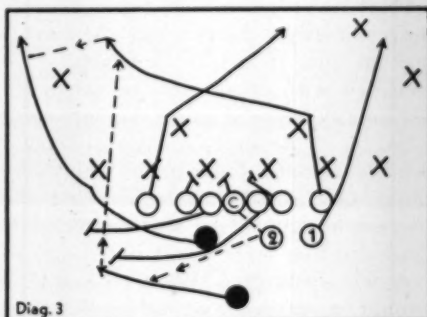
The ball goes to No. 3 who spins, fakes to



Diag. 1



Diag. 2



Diag. 3

No. 1, and slants off to the line of scrimmage, from where he makes a basketball pass to his left end who laterals to the right end, who had done a little blocking before going down the field. (Champaign High School.) This pass, from a single wing, fake weak-side reverse, is one of the universal plays of Illinois high school football.

A fake off-tackle play, resulting in a forward lateral, shown in Diag. 2, comes from Dixon High School.

No. 4 runs to the strong side tackle, passes to the left end who laterals to No. 2 who fakes a block on the defensive fullback.

A lateral-forward from punt formation, shown in Diag. 3, was one of the most effective plays of this type during the past season.

No. 2 throws a shovel pass to 4 running wide. 4 tosses a forward pass to the right end, who laterals to 3, who has faked a block on the defensive right end. (DeKalb High School.)

In this section of the country the lateral pass is being used not only before and after forwards, but also on the return of punts, and kickoffs, and even the waterboy laterals the water bottles to the kids along the sidelines.

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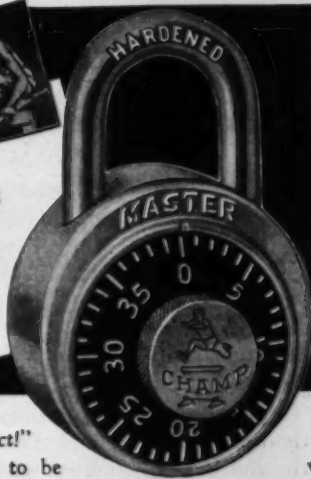


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THE EFFECT OF EXERCISE UPON THE BONES

By Peter V. Karpovich, M. D.

**Many factors influence skeletal conditions:
Efficient corrective exercises bear results**

CAN we do anything to change the dimensions and the shape of bones through the use of some special exercises? At a glance bone seems to be too hard to be affected by physical movements. Bones possess a great resisting power and can withstand the action of even considerable forces.

Yet, a careful investigation will reveal that bone is plastic and changeable. Examination of the surface of a long tubular bone shows many grooves worn through constant pressure of the soft elastic arteries against the hard bone surface. Even varicose veins may leave their imprints upon the underlying bones. The very slight pressure exerted by the eyeballs upon the bones which form the eye-sockets has a regulating effect on the development of these bones. If an animal loses an eye, the corresponding eye-socket becomes smaller, because the bones grow outward with the limiting pressure of the eyeballs absent. If an animal loses a masticator (chewing) muscle on one side, the bones on that side will also grow outward. If the pressure exerted by the soft tissues becomes excessive, the bone tissue may disappear.

Power of adaptation of the bone to surrounding conditions is remarkable. If a person has to spend a great deal of his time on horseback, the legs will become slightly O shaped and the spine will become slightly bent. An example of this we see among the Tartars and other nomadic people. An old-fashioned tailor used to have a marked kyphosis (bent spine) and a hollow chest. Many illustrations can be cited. In the case of an injury to the bone this adaptive power becomes especially demonstrable. A broken bone, if not properly set, will form strong reinforcing strands building a sort of supporting shelf, which makes the broken place even stronger than originally. A prolonged non-union of a broken bone may lead to the formation of a false joint. An imitation of a joint will appear in the place of fracture, which restores the functioning of the limb to a certain degree.

An examination of the right hand of a right-handed man shows a better development of the bones of the right arm. The contrary will be observed in a left-handed man. A violin player has longer and better developed fingers on the left hand. An old-time tailor used to have a noticeably long thumb finger on the right hand. This

increase in the length is due to comparatively mild exercises, but performed an endless number of times. Usually they are exercises of skill.

The exercises of strength have a tendency to increase the thickness of the bones and stop the growth in length. An old recommendation of M. Dally quoted by F. Lagrange is well known. He recommended exercises with heavy dumb-bells in order to stop too rapid growth. Observation made on horses showed that if these animals were employed for hard work before they reached maturity, they never developed to a full size. In the old days when children were used for the delivery of goods from the stores, the constant pressure exerted by the heavy loads carried on the head produced a retarding effect upon the growth in height.

These brief statements naturally invite the question: "How much can we influence the growth and the development of the bones?"

In dealing with this problem the instructor should be extremely careful. He should point out that exercise constitutes only one of the several factors which influence the development of the skeleton. Imagine some one trying to stop the growth of Primo Carnera several years ago by giving him extremely strenuous exercises, or trying to increase the height of some of the famous midgets by giving them exercises of skill. Naturally any attempt of this kind would have been futile. The development of the skeleton is governed by some hereditary factors. The immediate factors are a proper functioning of several glands of internal secretion. The most important of them is the pituitary gland. If the pituitary gland (anterior lobe) functions to an excess, then gigantism will result; if the pituitary gland functions less than normal a midget will develop. This has been proven experimentally on animals and observed on human beings with the aid of X-rays. This disturbance of the pituitary gland may be transmitted by heredity as we notice it in Saint Bernard dogs, for instance. These dogs are giants, and their pituitary glands are increased. In the future a proper remedy will probably be found for this, but it will be gland therapy and not physical exercises. At best physical exercises may only help.

Ordinary right-handed people have all bones on the right arm slightly

longer than on the left, yet professional right-handed violin players have fingers on the left hand slightly longer than that of the right. Dr. F. Heiss, examining Olympic high jumpers, found that the push-off leg is usually longer than the other leg. As Lesgaft had shown the right handed people usually have a stronger left leg, therefore this fact may be utilized in coaching. Dr. Heiss suggests that if a beginner is using his shorter leg for push off, he should be stopped and told to use the other leg. The fact that his performances at first may be worse at the beginning will be repaid by a later better progress.

Suppose a fifteen-year-old girl is afraid that her legs are going to be somewhat short. What can be done to help her? Observations on the ballet dancers graduated from the Imperial Russian Ballet School will show the casual investigator that these dancers have somewhat longer legs than average people. It is true that pupils are selected with great care, yet when occasionally some dancers are of small stature, it depends on the shortness of the trunk, legs being relatively long. One should remember that the course in this school was eight years, and children were about nine years of age when admitted. What chance then would a fifteen-year-old girl have? Naturally less than the younger children. Still there is always some hope while bones have not reached their maturity. The best thing she can do is to exercise the legs as much as possible, choosing those movements that require graceful and "reaching" movements. Is it possible to guarantee any definite success? No, but it will be a serious mistake to disregard this advice and lead a sedentary life.

It is of course an easy matter to prescribe corrective exercises, but it is extremely difficult to get the results. Most of the success depends on the patience and determination of the subject. Usually corrective exercises given in the school are inefficient, especially if the instructor thinks otherwise. The time allotted is inadequate. If the instructor realizes this he will try to obtain better cooperation from the pupils and their parents. The time element and the amount of exercise are very important and this requires a great deal of home work. If the pupil practices sufficiently some results will be seen.

Interscholastic Swimming Coaches' Association of America

THE new Spalding's Athletic Library guide, *Watersports*, in the Athletic Activities for Women and Girls series (No. 125 R, 25 cents), includes a most helpful bibliography of books on swimming, list of motion pictures, swimming and diving charts, and magazines that publish articles on watersports.

At Battle Creek our students recently enjoyed two of the films: "Crystal Champions," with Johnny Weissmuller, Martha Norelius, Pete Desjardines and Helen Meany, edited by Grantland Rice (Pathscope Co., 438 Stuart st., Boston. \$1 per day); and "The Teaching of Swimming and Diving" produced by Ann Avery Smith of the University of Illinois (\$1.50 per day).

I have not yet seen the new film made under the direction of the women's watersports committee, taken at Ohio State University, but I understand it is the most thorough and painstaking of the instructional athletic films. Its entertainment value for high school students is said to be low, however. That was not the purpose of the film.

Matt Mann of the Univ. of Michigan has a splendid film on swimming and diving, including the 1932 Olympic trials, 1932 Olympic Games, fundamentals of diving and swimming in all strokes. Michigan members of the Interscholastic Swimming Coaches' Assn. had the good fortune to see these pictures twice in the past two months at the Michigan conference of bathing places and at the annual swimming rules interpretation meeting, in November.

The 1936 N.C.A.A. Intercollegiate and Interscholastic Swimming Guide (No. 91R of Spalding's Athletic Library, 25 cents) is out, rich with new material. It is reviewed in the department "New Books on the Sportshelf" in this issue.

High school boys and girls engaged in practicing for competitive swimming are often discouraged by what seems to them lack of progress. In all sports, the participants will show greater interest and real enthusiasm in their progress if they have something which shows this progress, to which they can refer. We have used the card system successfully at Battle Creek, though the same information could no doubt be arranged on a large chart posted on the wall, though it is difficult to keep such a chart in good condition, what with all the writing that has to be done on it. Each time a swimmer is timed a card is filled out with the split seconds for every length (25 yards). The card is filed in a cabinet, easily accessible to the swimmers. As many as one thousand cards are used in a single season. These times are then recorded on record sheets and retained from year to year in a convenient loose leaf notebook in the locker room where the boys may see their records from years back.

CHARLES MC CAFFREE, JR.
Battle Creek, Mich., H.S.

Cross-over or Boxer's Step?

[Continued from page 18]

From A. R. Chadd, coach of basketball and director of athletics, Anderson, Ind., Senior High School, and author of articles currently appearing in *Scholastic Coach*:

"You have called my attention to the criticism of the boy using a drag-dribble, holding his arm out to protect the ball as shown in the picture. The position of the guard is the determining factor as to whether or not the man with the ball commits a foul. As shown in the picture, the dribbler is not fouling because he is not making contact with the guard. Were the guard directly in front of the dribbler, where he has a perfect right to be, the dribbler would probably make contact and foul the guard. Were this the case (the guard directly in front of the dribbler in perfect defensive position) the dribbler should not attempt the drag-dribble.

"The cross-over step and the natural step of a sprinter are the only steps to use in dribbling. In my opinion a dribbler should never use a gliding step as such means of locomotion is not aggressive enough. The only time a dribble should be used is in an attempt to drive to the basket. When an attempted dribble is stopped, the dribbler should pivot and pass. The dribbler using a gliding step will not get in to the basket. When an offensive man is driving for the basket, as shown in the last two pictures, it is absolutely necessary for the guard to use the cross-over step.

"Defensive footwork. The glide or boxing step is used in the first step as the guard is playing for the ball, but as shown in the last picture, the dribbler has his body between his guard and the ball, driving to the basket, making it impossible for the guard to play the ball without playing the man first, which is a foul. A guard in such circumstances has only one alternative, namely, to play for position, that of beating his dribbler to the basket. Thus he must use his most aggressive means of locomotion; first, his cross-over step which will put him in a sprinting position, for he must sprint to his next defensive position which is a position beneath the basket—where the dribbler is going. If he is successful in beating the dribbler to the basket and prevents the dribbler from shooting, then the guard may again use the glide or boxing step, for now he is in defensive position and is again playing the ball. In my opinion, the action pictures of both the dribbler and guard are perfect."



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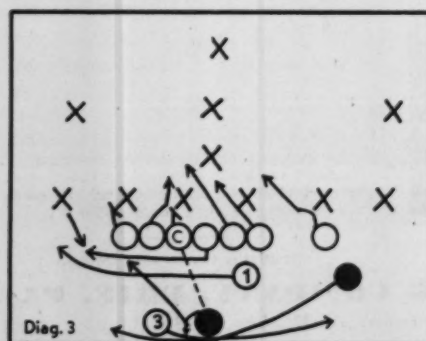
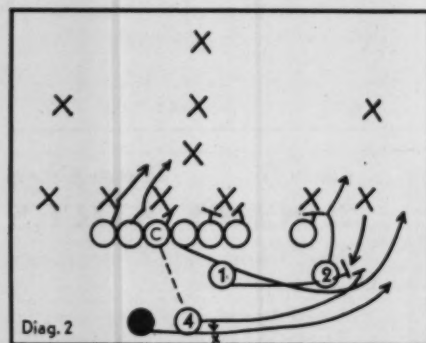
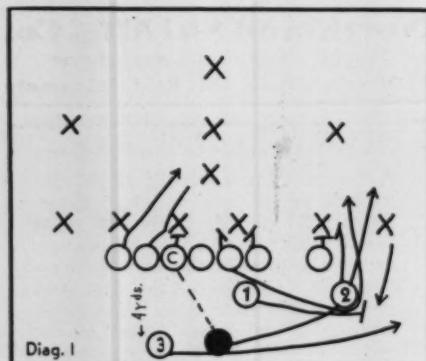
Descriptive circular upon request.

Dakotas Play

[Continued from page 10]

air of uncertainty to the encounter. Minot received the kickoff, and quarterback Runnestrand executed a quick kick over the head of the Rapid City safety man, the ball being downed on the Cobbler 13-yard line. The return kick was rather short and after a single play, which gained 8 yards, Runnestrand stepped back in punt formation and deftly placed the ball out of bounds on the one-yard line. The Rapid City blockers ward off Minot's attempt to block the return punt and their kicker got off a good boot to put them temporarily out of danger, but the Minot quarterback again demonstrated his remarkable ability at placing his kicks, by dropping one out on the one-yard line for the second successive time! But once more the Cobblers blocked stubbornly for their kicker and he propelled the pigskin well down the field. The third attempt by the Minot kicker just missed the coffin corner by inches and the result was a touchback. This was a signal for the South Dakotans to

Rapid City's Standout Plays



bring their powerful offense into play, and Lane and E. Stangle began to reel off gains of four and five yards on off-tackle smashes and line bucks, to carry the oval into Minot territory. The Rapid City team lined up with an unbalanced line to either side, and a single wingback.

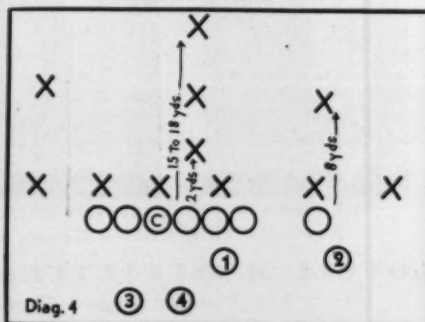
Diag. 1 illustrates the play that proved to be Rapid City's best ground-gainer throughout the game. The ball is passed to fullback 4 who fakes to 3, with 4 going wide and cutting off tackle. This play was varied by a spin inside tackle or through center, and a straight buck by 4 into the line. When the defensive ends began to smash, the play in Diag. 2 was used, and resulted in several gains. A reverse to the weak side was also effective. (Diag. 3).

In Diag. 2, 4 receives the ball from center, hands it on the run to 3, blocks the end. No. 1 helps with the end if necessary, and goes down for a secondary. The right guard pulls back deep, and goes down. In the weak-side play, 4 faked to 3, but gave the ball to 2.

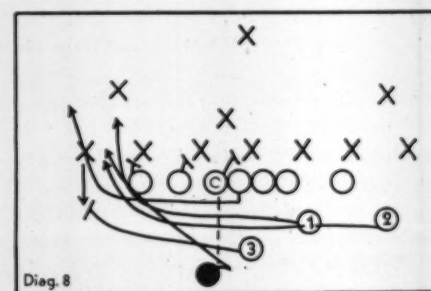
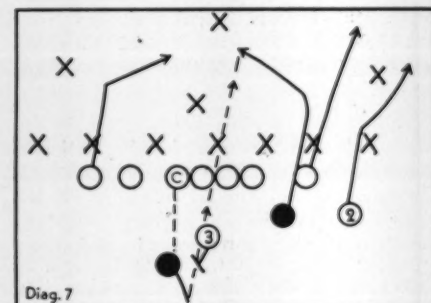
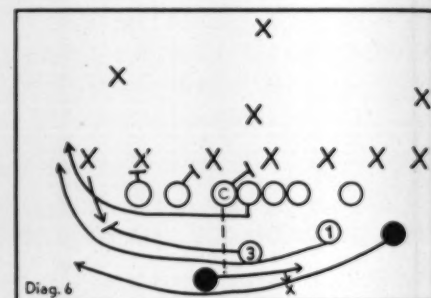
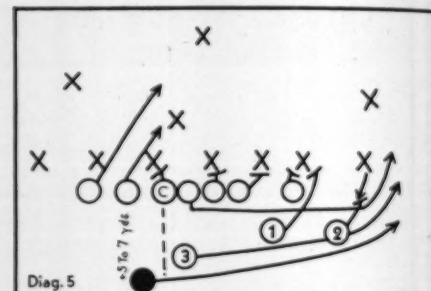
Minot used a 6-1-3-1 defense as shown in Diag. 4, and when expecting a punt they shifted into the conventional 6-2-2-1.

Putting on their strongest offensive drive, the Cobblers dominated the play in the second quarter, and after blocking a Minot punt in midfield; drove to the 12-yard line. The North Dakotans braced at this juncture, and after knocking down a pass took the ball and started a counter attack. With Runnestrand carrying the ball on sweeps and an occasional reverse employing Grubbs, Minot gained consistently from this point and were making a strong scoring threat when the half ended. The end sweep to either side is illustrated in Diag. 5. A play starting in the same manner but cutting inside end was also used successfully. The ball is passed to 4 who swings wide. 2 blocks the end in. 1 helps his right end on the tackle. Runnestrand ran 53 yards on this play in the third quarter, and was almost in the clear when he was forced out of bounds. Diag. 6 shows the reverse from the same formation.

Minot's 6-1-3-1

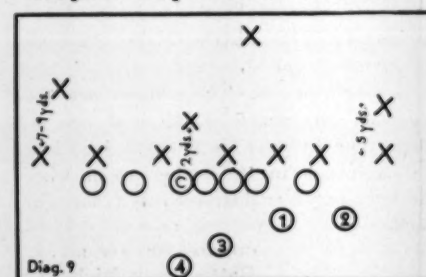


Minot Ground-gainers



The start of the second half found the Magicians receiving the kickoff and, on the first play, Runnestrand, behind beautiful blocking, raced 53 yards before being forced out of bounds. But again the Rapid City defense stiffened and staved off a serious scoring threat. After blocking a Minot kick in midfield, Rapid City made its final scoring gesture. Making good use of its 10-pound weight advantage,

Rapid City's over-shifted 7



the Southerners drove to the 11-yard line, where the Minot defense led by Monnes and Snyder stopped the assault. Huntley started a counter drive with a 30-yard gain. Fullback Stevens made several plunges for short gains. Then Runnestrand again came within an ace of scoring by dashing to the 2-yard line on a neat cut-back play. (Diag. 8). Here was the stiffest challenge Rapid City had to face, and they did themselves credit by the way they held off the invaders for four downs, and then kicked out of immediate danger. It was not the last time that the Southerners were in trouble: a few moments before the final gun was shot, the Minot quarterback raced 34 yards to the 7-yard line. Here the

fourth period ended, and, after a brief rest, the "extra period" was started on the 50-yard line.

The following officials handled the game in a competent manner: Ed Bersagel, Aberdeen, referee; Charles Kimball, Fargo, umpire; Bus Walseth, Iprewich, headlinesman; Joe Rognstad, Valley City, field judge.

Superintendent of Schools Dalberg, Principal R. R. Deimer, Athletic Director C. H. Holgate and Athletic Manager Bert Popowski of the Aberdeen schools, together with George Rennix of the Shrine Club, deserve a great deal of credit for the splendid way in which they presented one of the most interesting sporting events in the history of the Dakotas.

High School Football Slightly Intersectional; Also International

By Maurice J. Landers

Wheeling, W. Va., High School

Eighteen intersectional interscholastic football games, two of them international between teams of Mexico City and U. S. high schools, were on the schedule during the football season recently closed.

On Oct. 19 at Mexico City, the Leesville, La., High School team defeated the American School of Mexico, 6 to 0. On Nov. 29, at Washington, D. C., a picked team of Mexico City high school players lost to Central High School of Washington, 33 to 12.

While this list shows eighteen intersectional games, twice that many could be listed if games played between teams located in the same section of the country were included, yet in different states, or removed by two states.

When does a football game between high schools become intersectional? How far must a team travel to get into this class? When a team travels only a few miles, but crosses one or two state boundary lines in doing so, is it playing an "intersectional" game? For the purpose of this report, only those games played between teams traveling from one geographical section of the country to the other are listed; that is, sections known as the New England, the Middle Atlantic, South Atlantic, mid-West, Southwest, Pacific Coast, etc.

The list, chronologically:

Oct. 11, at Louisville, Ky.—Male H. S., Louisville, 60; Amundsen H. S., Chicago, 0.

Oct. 12, at Huntington, W. Va.—Huntington H. S., 27; Du Pont Manual Training H. S., Louisville, Ky., 6.

Oct. 19, at Mexico City, Mexico—Leesville, La., H. S., 6; American School of Mexico, 0.

Nov. 2, at New Rochelle, N. Y.—New Rochelle H. S., 31; Classical H. S., Worcester, Mass., 13.

Nov. 2, at Marblehead, Mass.—Marblehead H. S., 21; Edison H. S., Miami, Fla., 13.

Nov. 16 at Staten Island, New York City—Curtis H. S., Staten Island, 18; Massanutten Academy, Woodstock, Va., 13.

Nov. 28, at South Bend, Ind.—Central H. S., South Bend, 27; White Plains, N. Y., H. S., 14.

Nov. 28, at Portsmouth, Va.—Woodrow Wilson H. S., 6; Roosevelt H. S., New York City, 0.

Nov. 28, at Erie, Penna.—Academy H. S., Erie, 28; Tech H. S., Atlanta, Ga., 0.

Nov. 28, at Ashland, Ky.—Ashland H. S., 25; East H. S., Erie, Penna., 2.

Nov. 28, at Hollywood, Calif.—Black-Foxe Military Academy, Hollywood, 20; St. John's Military Academy, Delafield, Wis., 14.

Nov. 29, at Washington, D. C.—Central H. S., Washington, 33; Mexico City All-Star High School Team, Mexico City, Mexico, 12.

Dec. 7, at Staten Island, New York City—Marblehead, Mass., H. S., 29; Curtis H. S., Staten Island, 0.

Dec. 7, at Petersburg, Va.—Baldwin H. S., Long Island, N. Y., 14; Petersburg H. S., 7.

Dec. 7, at Miami, Fla.—Miami Senior H. S., 21; University H. S., St. Louis, Mo., 7.

Dec. 25, at Miami, Fla.—Annual intersectional game, competing teams not known at time of going to press.

Jan. 1, 1936, at Jacksonville, Fla.—Marblehead, Mass., H. S. vs. Andrew Jackson H. S., Jacksonville. Too late for this issue.

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